

## Original Paper

# Developing Naughty Primary School Students' Innovative Curiosities in the Prevention of Their Teachers' Unconscious Repressive Prejudice

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### **Abstract**

*As indicated in an overall review of what has been epitomized in the harm primary teachers' repressive comments are inclined to do to the overall protection and promotion of primary school students' learning interest, learning enthusiasm, learning curiosity and as such in their learning processes and learning practices, it has reminded a good many experienced school teachers or students' parents of the rather great concern to be shown for the unfavorable outcome that those repressive prejudices are killing students' learning curiosities despite their having knowing that the sufficient development of students' learning curiosities is the development of their innovative curiosity at an earlier age to enable them to make a good preparation for them to make a very good exploration in the unknown fields in the future. What worries most of those experienced teachers or students' parents most is that it has turned out to be true in most teaching cases at primary schools that almost all primary school teachers prefer natty students to naughty students in their teaching practices and teaching processes because the former are better at making them happy while the latter not. Due to the failure to improve the happy mood of those primary school teachers, those naughty students have to face the music by being punished by their teachers in a graceful fashion, by neglected by their teachers due to their inability to cater to their teachers' personal likes or dislikes or being isolated by their peers owing to the misleading instigation of their teachers. To a great extent, the learning activities of those naughty students have been minimized at school due to their perceptive and cognitive failure to pretend to be compatible with their teachers in a sycophantic fashion. Based on the practical traumas of those students, it is of rather great practical significance for the researcher of this paper to place a great analytical emphasis on the great danger into which those students have been thrown and the appropriate actions to be taken to improve those teachers' educational tolerance and educational conscience, to put a full stop to the unconscious*

*educational persecution happening at primary schools, and, to give a strong perceptive and cognitive impetus to those naughty students in the stimulation and promotion of their strong innovative curiosities after the evident and essential investigation, exploration, identification and inspiration of those innovative curiosities.*

**Keywords**

*primary school teachers, prejudice, naughty students, innovative curiosities*

**1. The Practical Necessity for the Prevention of Primary Teachers' Unconscious Repressive Prejudice against Their Naughty Students**

In relation to what has been problematized in the development of the appropriate awareness of the lives and habits of naughty primary school students in response to the unreasonable or even inappropriate comments their teachers have been making on their learning progress, learning practice, learning process and learning performance on account of either the unconscious or unintentional harm those teachers are likely to do to their innocent or even ignorant students who are brilliant but naughty, it is of great practical necessity for the researcher of this paper to base her research aim on the great qualitative efforts to be made to give an overall and profound investigation to the unaffected examination and elaboration of the great repressive effects a good many primary-school teachers' unconscious prejudices against their naughty students will make on the professional and perspicacious encouragement, enlightenment, and empowerment of the creative and critical courage and confidence of those primary school students. As a matter of fact, it has been shown in a wide variety of studies that there is a high possibility that those naughty students are inclined to achieve extraordinary success in their future. Therefore, what needs to be kept in an instructive fashion and in an impressive fashion in the minds of those primary school teachers is that there is a rather strong need that good opportunities ought to have been given to those naughty students to develop their learning curiosity and creating versatility to pave way for the sufficient and sustainable development of their innovative curiosity in their future studies. In the analyses to be made of the negative effects of those teachers' repressive comments on the learning behaviors and learning abilities of those naughty students, the feedbacks and responses those primary school teachers tend to give to their respective naughty students are supposed to be considered as their unintentional and unconscious prejudiced actions, attitudes, and, speeches in the practical implementation of the curriculum and evaluation policies that have to be carried out at primary schools. To be specific, those feedbacks and responses will be explored in details in this research, for it has been seen from most of present studies that naughty children have been misunderstood, misinterpreted, maltreated, misgoverned and isolated a lot from the unreasonable and inappropriate implementation of the mainstream curriculum arrangement and educational evaluation designed for the inspection of the teaching efficiencies of primary school education in an irrational fashion and in an unreasonable fashion regardless of the genuine educational justice, educational liberty and educational equality that have to be maintained in their teaching practices to inspire students' curiosity and creativity. It has turned out to be dangerous for those teachers to seek

for the blind development of the elementary education at primary schools as what has been exemplified in this rather unfair educational phenomenon that the vast majority of those naughty “children displaying similar behavior are excluded from some schools while in others they are referred for assessment (Visser & Stokes, 2003, p. 65).” In fact, this educational unfairness to be avoided or prevented at primary schools in this sense regarding what has been epitomized in this educational phenomenon can be seen in the essential elaboration of the theoretical and practical significance of this study to be dealt with below.

In a theoretical significance sense, the exploration of the repressive effects of the primary-school teachers’ unconscious prejudice against their respective naughty students on the sufficient and sustainable development of their creative and critical curiosity will make great effects on the profound concern that researchers are supposed to show for the natural and normal development of the creative, curious, cautious, and, critical thinking of those naughty students who have failed to share with most submissive students the sycophantic thinking on which the latter have been depending a great deal to seek for their surviving service based on either their the preference to or prejudice against the dominative or snobbish bosses with whom they have to communicate in their learning experiences at primary schools. In this case, this research is inclined to play an important role in the actual stimulation and promotion of the educational justice, educational equality, educational meritocracy, educational superiority, and, educational democracy that are believed to be an indispensable and irreplaceable perquisite for the overall rehabilitation of the educational excellence of a given country in the continuous enrichment and improvement of the structural, systematic, and, institutional frameworks of the educational mechanism implemented in this country regarding the curriculum and evaluation designed for its primary school education rather than the superficial popularization of the dazzling educational mediocrity and educational inferiority designed in a vicious way to pollute the creative or curious minds of the vast majority of either the educational receivers or educational participants of that country with an aim of the sterilization and stupefaction of the innocent minds and souls of them to bring ideological and epistemological convenience for the ruling governors or dominators of the education provided in that country. Therefore, what needs to be seen from this exploration is that the theoretical studies of educational institutionalism have to be based on the insightful and ingenuous development of the unmatched and unreachable wisdom to serve the intelligent development of that given country and its social, economic, and, cultural prosperity in a sufficient way and in a sustainable way. To reach this grand and gracious governmental and developmental target, it is of great theoretical importance for researchers like the author of this paper to develop a rather strong educational tolerance, patience, and, intelligence in helping them to make the fullest use of the strong creative and critical versatility of those naughty students whose flexible minds have been characterized with the unpredictable creative and critical curiosity that has turned out to be the valuable and veritable sources for the educational innovation or invention of that country with regard to the achievement of the educational new heights in educational studies. Indebted to the theoretical development of the perceptive and cognitive willingness to be used to take care of those naughty students, a lot has to be done on the way to the cautious conceptualization

and reconceptualization of the genuine theoretical implications of the behaviors and thoughts of those naughty students.

In a practical significance sense, the exploration to be made of logically and systematically in this research will be viewed as an authentic summarization of the experiential and experimental wisdom to be gathered from the concretization of the creative and critical encouragement and enlightenment that have run through the learning processes and learning practices of those naughty primary school students who have been inclined to be ignored or overlooked by their teachers who have tended to be characterized with either the unconscientious or unconscious linearization of the true or untrue misunderstood misbehaviors of the naughty students they have encountered in their everyday teaching practices and teaching processes due to their experiential and experimental failure to have a good access to the diverse and distinctive crystallization of the creative and critical insights dispersed in details in learning practices and learning processes of those so-called naughty primary school students. However, the abundant practical illumination demonstrated in the continuation of this research is inclined to show that those primary school teachers are not quite patient to enable them to dig out the creative and critical foresights from the misunderstood behaviors and thoughts of those naughty students in relevance to the rational identification with their extraordinary behaviors and the forgiveness of the generous ones of them in a reasonable way. In this case, those primary school teachers are quite unlikely to make an objective judgment of the misunderstood behaviors of those students and make it possible for them to prevent the unfair misjudgment of their behaviors or even spoil their future on account of their irrational impatience. To a great extent, this objective judgment is valuable for not only the future development of those students but also for that of the country they stay and live due to the possible glorious and gracious contributions they are quite likely to send to their motherland when they grow up. As mentioned before, the successful solutions to the unsolvable problems tend to rest a lot on the particular thoughts carried in the overall and substantial development and improvement of the unmatched, unreachable, and irreplaceable creative and critical thinking of those subversive naughty students who have turned out to be not popular with those ordinary teachers who have been accustomed to the sycophantic praises of most submissive students who are willing to sacrifice their dignities or personalities to seek for either the temporary comforts or pleasures of those ordinary teachers. From the point of view of the practical values and virtues of this objective judgment, it can be seen that this research will also be quite helpful for those ordinary teachers to rethink about their own perceptive and cognitive ordinariness and their naughty primary students' practical extraordinariness to which they are unable to get access owing to their careless impatience and impatient carelessness for those naughty students, their inadequate tolerance for the understandable behaviors of those naughty students, and their insincerity in making communication with those students who have turned out to be fed up with the infidelity of those unreliable and hypocritical teachers whose communicative intentions and motivations have deviated a great deal from "the purpose and content of education (Anneli, 2010, p. 23)" in the light of the contributions qualified primary school

teachers are supposed to send to the gracious and glorious refinement and reinforcement of their respective educational practices, educational processes, and, educational experiences.

On the ground of the great practical necessity to develop naughty primary school students' innovative curiosity for the acquisition, accumulation, and, application of the knowledge they have learnt in a creative way and in a critical way from the rather insightful and ingenuous development and improvement of their critical thinking, critical literacy and critical spirits, this paper will firstly cover those details in the essential and evident elaboration of the background of this study; secondly the statement of the problem to give account of the research adequateness and inadequateness of this researching topic in that previous scholars have failed to remind researchers of thinking or rethinking about the sufficient respect that is in a position to be shown for the sufficient and successful development of the creative and critical individuality, plurality, and particularity of those naughty primary school students as opposed to the rather popular commonality, generality and universality of most submissive primary school students who are willing to fall victims to the perceptive and cognitive imprisonment of the dogmatic or pedantic management of those ordinary primary school teachers and to get access to the research gaps left in the analytical status of present studies that have been zooming in on the traumatic or even tragic learning lives and learning experiences of those naughty primary school children; thirdly the introduction to be given in general to the researching approaches of this study to make a good preparation or provide a good support for the objective and scientific justification of the research hypotheses of this study in a logical fashion, in an objective fashion and in a systematic fashion; fourthly, the profound analyses to be made of the great practical importance to be placed on the overall development of the innovative curiosities of naughty primary school students with the help of the analytical tools based on the theoretical insights pertaining to what is needed in making a qualitative analysis of the unbearable, unavoidable and unstoppable learning context in which those naughty primary school students have to live and the isolating pressures with which they have to be faced with in a helpless fashion and in a hopeless fashion in relation to the failed development and improvement of the true creative and critical curiosity of a good many natty primary school students who have been accustomed to the submissive thinking that has been implanted into their minds at an earlier age to seek for the disgraceful survival in a cruel society rather than the subversive thinking that has been expected to be developed in their learning practices and learning processes in spite of the risk they are likely to take and the danger they are inclined to be thrown into when they are getting close to a graceful sacrifice in that society, or in another sense, those naughty primary school students have failed to be encouraged to highlight their analytical and synthetic ability when they are asked to address the crucial problems they are inclined to come across in their present learning experiences and future working explorations; and finally the evident, authentic and essential summarization of the major findings existing in the analytical practices and processes of this study indebted to what has been illuminated from the analytical combination between the theoretical insights acquired from qualitative researches and their strong connections with either the true cruelty or cruel truth hidden behind the popular educational phenomenon

that has been running through the teaching experiences and teaching experiments of a good many primary school teachers whose unconscious repressive prejudice against are unlikely to enable them to develop the innovative curiosity of most naughty primary school students but quite likely to spoil their promising lives and lots in a short run and to steal from those naughty primary students the unpredictable contributions they are inclined to make to the speedy development and improvement of their motherland in the long run.

## **2. The Great Practical Potentiality to Prevent Primary Teachers' Unconscious Repressive Prejudice against Their Naughty Students**

In accordance with the great analytical emphasis to be placed on the appropriate and adequate awareness of the great practical necessity for the overall development of the innovative curiosity of naughty primary school students indebted to the perceptive and cognitive liberation of their teachers apart from that of most parents of primary school students, their learning peers and the rest of the members living and working in the educational context of a cruel society, it is of great practical value for the author of this paper to take a good look at what has been elaborated in the crucial literatures published at least in past five years to find out the analytical room academic predecessors have made for this researching topic due to their disinterested isolation of naughty primary school students or their isolated researching interest in the successive and sustainable development of the innovative curiosity of those naughty primary students with the help of the effective and essential prevention of the unconscious repressive prejudice against those naughty primary school students in the teaching practices and teaching processes of their primary school teachers just as what to be reviewed below in details one after another in line with what has been discovered in an insightful sense from previous and present literatures published at least in past five years in accordance with the specific analytical needs to be met in an appropriate fashion in elaborating the practical potentiality of this review to be dealt with below in the following part of this paper.

As a forgotten, excluded, or even marginalized student group in the classrooms at primary schools, a large number of naughty students are quite difficult to be grouped into the normal and natural lives and studies of their docile classmates on a daily basis and to be accepted by their teachers who are inclined to prefer to those docile ones due to “their misbehaviors during the class and their reluctance to participate in classroom activities (Pratiwia et al., 2020, p. 1190).” Therefore, teachers and parents tend to show much more of their instructive concern for the docile students in comparison with the mischievous behaviors of this female student as to be quoted: “...one female student was not only reluctant to come forward to do a task but also shouted and mocked at the teacher...(ibid, 2020, p. 1191)”, and turn a deaf eye to the rather naughty students unconsciously regardless of the high possibility that this will give rise to the formation of an unjust world on the campus of a primary school and the objective fact that “although...some students were naughty and difficult to be controlled and talked to each other during the class...(ibid, 2020, p. 1191)”, they are still teachable as long as they are awakened by an insightful teacher. However, the unbearable responses those undisciplined misbehaviors like sleeping or using mobile

phones in class have given to most teachers are so strong that most teachers have taken it for granted that they are unteachable or even incurable in line with their wrongly attributing those behaviors to either their naughty students' ignorance or innocence rather than to their being "lack of classroom management knowledge and skills, lack of power, and lack of confidence. (ibid, 2020, p. 1198)" due to the inadequateness and inappropriateness with which they have taken into account the complicated problems they have to be faced with tends to be characterized in most cases.

Fortunately, not all teachers have held this attitude towards their naughty students to seek for the correlative counter "strategies to prevent, reduce and react towards misbehaviors...(Birhanu, 2017, p. 71)" as a result of their adequate accumulation of appropriate classroom management knowledge and skill, power, and, wisdom in the continuous enrichment and improvement of their rather rich teaching experiences and teaching practices, for a few scholars have made mention of the positive role of those naughty students in their everyday studies. To be specific, an exemplary elaboration of the critical dissatisfaction with the attitudes held towards the behaviors of those naughty students has been seen from the point of view of dogmatism in this rational reflection and rumination by pointing it out that "... the labelling of pupils as 'naughty' and the reading of their behavior as illegitimate/improper without taking into consideration the ways and means by which the discourse of schooling/behavior management itself subjectifies them, is, simplistic and inadequate (Priyadharshini, 2011, p. 114)." In comparison with the desirous quietness and calm of the classroom most teachers have expected in their teaching like what has been voiced in the interview with a teacher who has been suffering from the misbehaviors of the students like this "They never stayed silent and calm during the lesson, because they were too naughty to listen to me (Merç et al., 2015, p. 58)", this is relatively acceptable comment made on those students. From the point of view of the development and improvement of the potential particularity and perspicacity of those students, appropriate tolerance is supposed to be shown for the ignorant or innocent misbehaviors of those so-called naughty students based on the educational conscience and tolerance teachers ought to bear in their minds that we need to believe that their naughty student is going to be "a successful and respectful student (ibid, 2015, p. 58)" in the future even though he has failed to be awakened timely in the form of a rather particular illumination and inspiration. However, with the standpoint of the rather essential and inevitable responsibility and the worthwhile personality of teachers, they are supposed to take responsibility to awaken their naughty students in the way those students are likely to accept. As a matter of fact, this has caught the strong sympathetic concern of the officers at education committee at House of Commons according to the close observation that has been given to the reasonable speeches of an isolated student as to be transcribed below: "...I had been naughty and was in trouble...I was isolated not just from my lessons but from everyone completely. It makes you feel bad ... I was still never allowed that freedom (Corps Creators, 2018, p. 26)." From this experiential and experimental transcription, it can be seen clearly that the educational concern for those naughty students have been shown in the parliamentary discussions made in UK in spite of the increasing spread of strong critical voices for them throughout the world where most teachers prefer to teach quiet and docile students and implant into their

minds as they are willing to owing to their uncontrollable and unstoppable preference to enjoy the quietness of those students and their unconscious and irrational prejudice against the inappropriate and unacceptable those noisy naughty students just as what has happened to a Turkish teacher who has called their names, warned them, given them some advice and asked “why they were naughty (Saban, 2009, p. 2114) ” when she was angry with her naughty students who made noises in class. At this embarrassing moment, what has occurred to most teachers is that it will be better for them to get free from the continuous tortures of those noisy students even when they have been told in a considerate fashion that those naughty or noisy students tend to be characterized with the unmatched and unreachable quickness in thinking about the difficult questions that tends to give rise to the unexpected discoveries of brand-new solutions to the problems that tend to be unsolvable for those good students whose minds have been imprisoned by the numerous routines and dogmas their teachers have been preferring. Therefore, it tends to be at this critical moment that those teachers begin to be aware that although those very good students are willing to follow their instructions all the time as they are told to, it has turned out to be true that they are unable to do anything to promote those complicated problem-solving processes in a satiable fashion. However, what has turned out to be quite pitiful is that it is quite impossible for those teachers to make use of the perceptive and cognitive superiority of those naughty students, for it is impossible for them to put up with the unintelligible behaviors and crazy thoughts of those naughty students, let alone take care of them. To meet the strong perceptive and cognitive needs indispensable and irreplaceable in specific educational practices, what has to occur to most teachers, is, that it is of inevitable importance for them to show their emotional tolerance for those naughty students in the practical implementation of their curriculum, for it has been generalized in this research that “...improving confidence and well-being is essential in improving outcomes for young people (Young & Denny, 2022, p. 676).” As a matter of fact, even an analysis to be made of the major reasons for the unacceptable misbehaviors of those naughty students in terms of their “boredom, sleepiness, lack of motivation from the teacher, poor quality of teaching, and, lack of preparation (Wati, et al., 2019, p. 136) ” is inclined to give rise to the teachers’ strong willingness to have a better understanding of what is going on in the minds of those students and their unexpected discovery of the true perceptive and cognitive brilliance of those students rather than rubbing shoulders with them the complaints they have been making in their teaching processes. With a good look taken at the analyses made of the causes that give rise to the strong unmet needs of those naughty students, the clear elaboration related to the delineation of the behaviors of those naughty students need to be polished cautiously and continuously to reveal the psychological truth that tends to tell the authentic difficulty they have had in their everyday lives with respect to the unknown details that tend to give rise to the remarkable increases of the unacceptable and unintelligible actions and thoughts of them in relation to the factors that bear high relevance to “their family problems, negative attitudes towards the school and the instructor’s behavior (Benaissi, 2021, p. 74).”

What matters more is that this polished elaboration is inclined to give much more insightful and ingenuous illumination to an increasing number of researchers who are in a position to have a profound



access to the authentic and objective revelation of the complicated psychological realities of those naughty students who have been puzzled with the vulnerable and vicious trials and tribulations that have been spoiling their complicated moods. From the point of view of maximizing and maintaining the good those moods are bound to do to the overall development and improvement of the courage and confidence they need to pick up to deal with the critical devaluation of their dogmatic or pedantic teachers who have failed to have a good understanding of them due to their failure to cater to the quietness their teachers prefer, this elaboration is likely to play an inevitable role in encouraging and enlightening those naughty students to be exposed to the objective emotional observation of a good many researchers who have been interested in devoting themselves to the impressive generalization of the practical potentiality valuable for the empowerment rather than disempowerment of those naughty students. In this sense, a tolerable attitude ought to be developed and held toward the unintelligible behaviors and thoughts of most naughty students have actually turned out to be filled with a wide variety of particular and perspicacious perceptive and cognitive inclinations when they are asked to think more about the possible solutions to a given problem due to the flexibility of their thinking indebted to their failure to be either caged or cornered in the so-called normal or natural perceptive and cognitive inclination that has been used to make most docile students accustomed to the routines running through their lives in a tedious way to give a very strong perceptive and cognitive impetus to the stimulation and promotion of the appropriate perceptive and cognitive balance to be struck acceptably between the positive reinforcement of those submissive quiet docile students living and learning obediently at primary schools and the negative reinforcement of those subversive naughty and noisy students over there.

In the case of what a good many scholars have commented on the habits, behaviors, and, thoughts of those naughty students, it has been made clear that the inappropriate comments a good many teachers might make on their naughty students are valuable for the promotion of the effective transformation of the misbehaviors of a great many naughty students into the ones they prefer to even though they have failed to take into account rationally that what they have been doing in this process, has turned out to be, in essence, robbing their naughty students of the genuine liberty they are supposed to have in receiving education.

In the reflection and rumination of either the effective or ineffective communication with those naughty students, their unintelligible behaviors have been inclined to be defined as misbehaviors like this “any behavior that undermines the teacher’s ability to establish and maintain effective learning experience in the classroom (Kyriacou, 1997, p. 121).” In view of what has been clearly elaborated in this definition, it has to be known in an honest fashion that the definitions of this sort are grounded on the supervision if it is not the domination or manipulation of the actions and speeches of those students in the name of the appropriate and adequate development of teachers’ ability at the cost of the educational liberty and equality of those students. Indeed, there will be a wide variety of inevitable contradictions between teachers and students in teachers’ service for their students and students’ acceptance of those services but it is the harmonious and peaceful settlement of those contradictions that help those teachers to nurture

the minds and souls of their students, for naughty students will not follow their teachers unless their genuine unconscious needs are met gracefully and gratefully. In effect, it might seldom be considered that teachers are quite willing to show their critical concern for the sincere protection of the personality and dignity of their students on the basis of the genuine forgiveness or tolerance that is supposed to be kept in the minds of those teachers even when those naughty students are likely to show their disrespect for them or their educational authority or superiority offensively. To be honest, this can be made possible verbally rather than practically because it takes courage for teachers to condescend to communicate with their naughty students equally even if it is impossible for them to have an instinctive control of their emotion pertaining to their looking down upon to those students from the bottom of their hearts. Therefore, it can be seen apparently from this situation that the practical lots and lives of those naughty students are doomed to be spoiled by irrational or intolerable teachers.

To this extent, it is in a position to make sense that teachers are supposed to try their best to make equal and liberal communications with their students whether they are naughty students or non-naughty students by getting free from the preconception that tends to give rise to either their unconscious or unintentional conceptualization and reconceptualization of the innocent actions and thoughts of those students through educational or cultural archetypes, for it is of rather great importance for those to know in a sincere fashion that “teachers are invited to offer attractive lessons by using varied material and teaching content that cater for the different learning styles of learners (Benaissi, 2021, p. 77).” By and large, it is also the teachers’ educational responsibility to enable themselves to be exempt from the perceptive and cognitive disturbance or interference of the irrational preconception of the archetypal conceptualization or reconceptualization of their students before their having had a profound understanding of their students as a result of the educational injustice for them to do and the practical boredom against which those so-called naughty students are inclined to resist to seek for the educational justice or educational liberty they have been dreaming about even before their receiving education offered by those teachers. In most cases, the loyalty between those teachers and their so-called naughty students has played a crucial role in shortening the tremendous psychological distance between them as they have turned out to be resting a great deal on the acquisition of this loyalty to build the mutual trust between them, for it has been found in this research that it will be difficult or even impossible for selfish teachers to “... to solve the trust problem and achieve success (Hoffman & Morgan, 2015, p. 187)” in making a reliable communication between them and those students and developing trustable and reliable friendship between them due to the practical impossibility for them to put themselves into each other’s shoes in a sincere way and their unauthentic intention to achieve a sustainable trust between them in view of the perceptive and cognitive discrepancies between them rather than the social, cultural, and ethnical intimacies between them personified in the verbal or non-verbal interaction between them existing in their learning and teaching lives and experiences.

In opposition to this preconception, researches have been conducted to make an analysis of the significant correlation between the positive transformation of those naughty students and the punishment they have

received throughout the perceptive and cognitive growths they have to undergo in their lives. However, it has been shown in this research that no crucial evidence has been fold to provide valuable theoretical and practical support for the true elaboration of the high relevance of punishment and the positive changes of those naughty children as shown in the logical research conclusion that has subverted the managerial fallacy that “punishment reduced naughtiness (Schlomi et al., 2022, p. 2).” Moreover, it has turned out to be true in the analyses made of the result shown in the data and information collected for the implementation of this research that “... children engaged in naughty behavior for less than 10% of their waking lives (Ibid, 2022, p. 2).” In a comparative sense, the temporal proportion of the practical naughtiness of those naughty students turns out to be quite appropriate for the mean naughtiness of adults. Therefore, what can be inferred from this research connected with the analyses made of the understandable behaviors of the undefinable submissive students and the unintelligible ones of the definable subversive naughty students, is, that the blind punishment of those students without making a rational analysis of the unmet needs potentiated in their minds is neither scientific nor persuasive for the stimulation of the strong learning motivation and learning intention of those students even though they are equipped with the unexpected potentialities regarding to the insightful discoveries of their strong learning abilities and thinking particularities.

Judging from the continuous mistrust or distrust between those teachers and their naughty students on account of either the explicit or implicit ambivalence between the governance or supervision of those teachers in class and the resistance or rebellion of those naughty students when there exists a strong confrontation between the acquisition of their liberty and equality in struggling for the appropriate and approachable opportunities they are in a position to take to protect their individual dignity and personality, and, the deprivation of the essential rights they are supposed to have to enable them to develop their true creative and critical versatilities and curiosities valuable for the enrichment and improvement of their creative thinking and critical thinking when they are asked to come up with diverse and distinctive solutions to address the crucial problems most submissive and docile students are unable to due to their adaptation to the substantial imprisonment of the routines and dogmas they are required to follow, it tends to be of very great theoretical and practical value for most teachers to get free from the perceptive and cognitive confinement of the instructive and imperative authority with which they have been endowed in their teaching practices and teaching processes owing to the rather great impact educational ritualism has had on their minds and souls and on the devaluation and distortion of their minds and souls, for the preoccupation with this authority is not favorable for the effective avoidance from their perceptive and cognitive deviation from the conscience of education. In essence, this confrontation has a lot to do with the strong unwillingness of those teachers in making peace with or making friends with their naughty students in an honest fashion because it has been seen in the profound analyses of this research that “... Teachers have complaints against behavioral problems relating to students in classroom management (Ghazi et al., 2013, p. 350).” From the point of view of the stimulation and promotion of the courage and confidence those naughty students have to pick up to achieve their educational or even academic

transcendence over their counterparts, this is of rather high relevance to the sincere prevention of the teachers' dishonesty in making communication with those naughty students regardless of the true validity and reliability that ought to be penetrated into their communicative practices and communicative processes. In this sense, it can be seen clearly that the sincerity of teachers is inclined to give a strong perceptive and cognitive impetus to the substantial activation of the critical and creative curiosity of those students to lay a sound perceptive and cognitive foundation for the rather particular, and perspicacious development and improvement of the rare analytical and synthetic versatility they are supposed to rest a lot on to provide their respective service for the promotion of the overall competence of their educational or academic community efficiently.

Having taken into consideration what has been reviewed above in relation to the genuine responses teachers have been giving to naughty students in accordance with what has been revealed, reflected and ruminated from the crucial literatures either collected or gathered for the objective and authentic justification of the universal existence of either teachers' unconscious or their unintentional repression or prevention of the truly unmet needs of a good many of those so-called naughty students, it has been shown quite apparently and evidently that the primary reason for the traumatic or tragic exclusion or isolation those particular students to be considered as peculiar students in educational context has a lot to do with the teachers' failure to familiarize with those students or their great success in estranging them from the normal or natural lives they are entitled to take part in as a result of their intuitive personal preferences to submissive students or their personal prejudices against those subversive naughty students who are quite reluctant to follow the routines or dogmas their teachers have required them to follow in order to get free from the troubles those naughty students might bring them, is, the teachers' unwillingness to have a much better understanding of the genuine unmet needs of those students in a patient way regardless of the possibility that their reluctance to get close to those students has turned out to be the true reason for their misunderstanding of those students let alone with their genuine unmet needs to the effect that their reluctance has acted as an excuse for them to cover the idleness that prevent them from developing a good students with those students. As a matter of fact, it is impossible for a teacher to smarten a student with whom he is unwilling to get well along and the reality is that the stranger or more indifferent he is to or from those students, the more possible he is likely to ruin the future of those students, for it has been found that "communication within the classroom will increase when a classroom environment can be created where students will not be afraid of teaching...(Kubat & Dedeali, 2018, p. 113) " just as what has been clearly demonstrated in the major literatures reviewed in reference to the reciprocal interaction between teachers and those students at either junior-middle schools or senior-middle schools that has been dealing with popularly about the troublesome issues "that classroom disruptive behaviors have led to more serious problems than distraction and loss of valuable time during teaching and learning process...(Yusoffa et al., 2016, p. 134)"

However, what has been rarely mentioned from those literature is similar interaction between teachers and students at primary schools regarding the conscious management of the students' behaviors at those

primary schools and the enlightenment of the creative and critical wisdom of those good students who have been expected to be as submissive as their teachers want them to regardless of the great importance that ought to be placed on the sufficient and sustainable development of the natural gifts of those students rather than the placement of the educational orders according to the commercial needs of the bosses. To a greater extent, primary schools are the beginning of the official education most children tend to receive and act as the genuine outset of the educational journey designed for the beautiful future of those students. Therefore, greatest emphasis is in a position to be placed on the stimulation and promotion of this instructive and illuminative education to make sure that the future of those students will not be delayed nor spoiled by the misinterpretation or maltreatment of the precious creative and critical qualities showing up in their learning practices and learning processes on account of the unintelligible ideological and epistemological innocence or ignorance of few short-sighted teachers who have turned out to be accustomed to this educational notion that their students seems to be either their servants or their slaves whose creative and critical liberty and equality have been robbed of in an unconscious sense in the name of the grace and glory of education so that those who have their creative thoughts and critical insights tend to be considered as the naughty students who are rebellious to the dogmatic routines or instructions of their teachers in most cases. Therefore, it is pitiful that some naughty students tend to be discriminated isolated, marginalized, or, excluded from the unconscious or unintentional personal preferences or prejudices of some impatient and intolerable teachers and either the increasing discrimination or isolation has strengthened the educational rebellions of those students who are unable to have an effective control over their negative emotions nor shift their emotional attentions from the attitudes of those teachers to the rest of joyful matters. It is to this extent that this research has placed greatest emphasis on the overall development and improvement of the patience and tolerance of primary school teachers from the bottom of their hearts through the interactive circulation between the internalization of their patience and tolerance by making it either a pedagogical ideology or a philosophy, and the externalization of them by making it as indispensable and irreplaceable criteria for the overall evaluation of their teaching effectiveness. From the urgent necessity of making sure of the original educational justice, educational liberty, and educational equality naughtiest students are entitled to be endowed with, this research will adopt a combinative researching method between quantitative research by using a self-constructed instrument on the basis of a statistic analysis made of the correlative data and information collected from the analyses of the questionnaires handed out and collected back from the participants, and the qualitative research by means of the appropriate and adequate semi-structured interviews with regards to the descriptive analyses made of the rather crucial behaviors and thoughts of those participants to make an investigative exploration of the strong repressive effects of primary school teachers' apparent unconscious prejudice against those naughty students and the inevitable probability their inappropriate and irrational attitudes are inclined to devalue and distort the minds and souls of those students and spoil their future rather than to nurture and protect them to enable them to have a good future in relation to the rather far-sighted educational persistence that "... teachers should have positive personality, high social

intelligence and strong motivation to change for the better...(Yusoffa et al., 2016, p. 144)” in the unselfish inspiration and illumination of the creative and critical wisdom of their students rather than the selfish prevention and repression of them in a short-sighted fashion for the sake of either their instructive authority or educational privilege at the cost of the immoral and irrational destruction of the bright future of their students or the victimization of the creative and critical liberty and equality their students ought to be entitled to have in their rich learning processes and their learning practices due to the extensive or excessive popularization of the despotic discourses that have been provided in the educational researches and educational practices where the physical and psychological growths of most primary school students have been counting a great deal on in their learning practices and learning processes.

In the case of what has to be answered, what needs to be reached and what needs to be solved in this research in a respective fashion in the conscientious customization and concretization of the overall development of the innovative curiosity of most naughty primary school students in response to the individual developmental needs of those naughty primary school students and the collective developmental needs of their motherland in the stimulation and promotion of all folds that have to be taken into account to support the economic, social and cultural development of their motherland in a competitive way, a great perceptive and cognitive impetus is in a position to be given to the vast majority of educational researchers to make greater progress in seeking for the courageous and confident resistance against the subversive deconstruction and devaluation of the rather stubborn educational preconception that has been imposed upon those misunderstood naughty primary school students upon whom their dogmatic or pedantic primary school teachers have been looking down or dwarfing in a conscious fashion or in an unconscious fashion due to their experiential and experimental failure to free themselves from the perceptive and cognitive imprisonment derivative from either their unconscious or unintentional educational hindsight and their empirical and practical inability to shorten their perceptive and cognitive distance from the practical advancement of the actual educational horizon that has been broadened in international educational context on account of their failure to have a good understanding of the tremendous perceptive and cognitive difference between them and their naughty primary school students who are apt to acquire the latest educational values and educational virtues that have turned out to become the sources or reasons for their rejection to their personal preferences to a large number of naughty primary school students in an honest way or their unconscious repressive prejudices against a group of naughty primary school students who have been endowed with a wide variety of particular innovative curiosity that has too much to do with the appropriate and adequate acceptance of the insightful inspiration and illumination of their rare versatility that has been personified in the overall development and improvement of their creative and critical thinking in an unintelligible way. This will be turned into perceptive and cognitive reality in the elaboration of the research design in the third part of this paper and the four major qualitative analyses to be made in its fourth part in accordance with the strong repressive effects of primary school teachers’ unconscious repressive prejudice against the innocent behaviors of their primary school students and their perceptive and cognitive growth in their learning

practices and learning processes, and the tremendous innovative curiosity to be development and improvement due to the insightful inspiration and illumination of most of those naughty primary school students in reference to the authentic investigation, elaboration, identification and development of this innovative curiosity as what to be elucidated in the qualitative justification of the research hypothesis in the fourth part of this paper.

### **3. The Qualitative Analytical Design to the Sufficient Development of the Naughty Primary School Students in the Maximum Reduction of the Repressive Effects of Their Teachers' Unconscious Prejudice**

#### *3.1 The Overall Design for the Appropriate and Adequate Development of Primary School Students' Innovative Curiosity*

In relation to the primary problems found in this systematic review of the previous studies and present studies pertaining to the great impact primary school teachers' unreasonable attitudes and thoughts have had on the normal and natural growth of their naughty students and the analytical inadequateness related to the development of those primary school students' innovative curiosity in the minimization of their teachers' unreasonable and unconscious repressive prejudice against them in their learning practices and learning processes in a harmonious fashion in accordance with what has been demonstrated in the analytical categorization of the major literatures that have been published at least in past five years and the critical summarization of the progress and problems existing in those crucial and conducive literatures picked out to seek for the possible revelation of the perceptive and cognitive superiorities and inferiorities of those scholars who have been involved in those previous studies and present studies, it is of great experiential and experimental importance for the author of this paper to connect the ingenuous and insightful development and improvement of the creative and critical curiosity potentiated in the active minds of those naughty primary school students in an innovative fashion to make a very good preparation for the eventual achievement of the three major research objectives of this paper with the ambitious exploration to be made of the possible and feasible answers those three major research questions including what effective actions to identify the harmful effects of primary school teachers' unconscious prejudice against the appropriate development of naughty students' innovative curiosity, what feasible measures to be taken to explore the repressive effects of primary school teachers' rather strong unconscious prejudice against the adequate development and improvement of naughty primary school students' innovative curiosity have to be explored in details, how can objective investigation be given of the approach to be used to address the harmful repressive effects of those primary school teachers' strong unconscious prejudice against the development of their naughty students' curiosity? In the actual explorations and explorations of the feasible answers to those three major research questions, it is indispensable for the author of this paper to bear in her mind those three research objectives to be reached respectively in this research to have a profound understanding of the ingenuous and insightful development and improvement of those naughty primary school students' innovative curiosity

potentiated in their ambivalent and ambiguous minds to identify the very harmful effects of primary school teachers' unconscious repressive prejudice against the appropriate and adequate development of naughty students' innovative curiosity, to explore the repressive effects of primary school teachers' strong unconscious prejudice against the acceptable and adequate development of a good many naughty primary school students' innovative curiosity and to investigate the feasible approaches to be used to address the repressive effects of those primary school teachers' unconscious prejudice against the appropriate and adequate development of their naughty students' innovative curiosity. In correspondence with the research questions to be answered and the research objectives to be reached in this paper as mentioned above concerning the overall development and improvement of the genuine innovative curiosity of a great many overlooked and isolated naughty primary school students, it will be indispensable for the author of this paper to borrow from qualitative researches valuable theoretical insights to provide crucial theoretical support for the essential and evident justification of the experiential and experimental substantiality and sustainability for the successive and sustainable stimulation and promotion of the innovative curiosity carried in the innovative genes of most naughty primary school students grounded on the inspiration of their teachers to take first step toward their perceptive and cognitive liberation from the continuation of their unconscious repressive prejudice against their naughty primary school students just as what to be dwelled upon below in the specific and special elaboration of the analytical process of this paper.

### *3.2 The Qualitative Data to Be Collected for the Justification of the Practical Feasibility to Develop Primary School Students' Innovative Curiosity*

In view of the analytical needs to be met in this paper in the development and betterment of the primary school students' innovative curiosity, it has to be known clearly that the qualitative analyses to be made of the analytical samples relevant to the true learning situations, learning behaviors, learning progress and learning performance of those primary school students has a lot to do with the continuous improvement of the practical educational awareness that the subject-centered curriculum design effective for the transmission of knowledge and information into the confused minds of natty primary school students does fit in with the insightful development and improvement of the innovative curiosity of naughty primary school students. The data to be used in the analytical practices and analytical processes of this paper has a great deal to do with the objective and authentic observation of the rich learning practices and learning processes of those primary school students and that of the everyday teaching practices and teaching processes of their teachers in combination with the practical attitude they have been holding toward their naughty primary school students without knowing that their attitude has been observed or even recorded when they are upset by those naughty primary school students who have been trying to share with them and the rest of the students they have been teaching in the same course they have provided for both natty primary school students and naughty primary school students, and the perceptive and cognitive distance exemplified in the different attitudes they have held toward their natty primary school students and their naughty primary school students in an unconscious fashion. What



matters most in the practical collection of this data is of high relevance to the true maintenance of the objectivity of this data because the data to be collected will not turn out to be valid unless those primary school teachers are unaware of the fact they have been observed when they are dealing with either the bearable or unbearable troubles those primary school students have brought them either in an unintentional fashion or in an intentional fashion.

### *3.3 The Practical Analysis of the Qualitative Data Collected for the Overall Justification of the Feasibility to Develop Primary School Students' Innovative Curiosity*

The practical analyses of the analytical samples to be picked out in this research have to begin with the rather close observation of the authentic and intuitive learning performance and learning progress of those naughty primary school students in connection with the innovative curiosity that tends to play an irreplaceable role in developing their creative thinking and critical thinking notwithstanding their being unaware of the great contribution their creative thinking and critical thinking are inclined to help them to make to the accumulation and acceleration of the social, economic and cultural development of their motherland, and, their teachers' strong unconscious repressive prejudices against them when their teachers have lost patience in dealing with them or are caught in the strong resistance against their incompatible thinking as a result of their failure to convince their teachers of the true creativity hidden behind their incompatible thinking and the practical versatility carried in the development and improvement of their creative thinking and critical thinking in reference to what has happened to those students and their teachers in genuine primary school classrooms when the perceptive and cognitive conflicts between those teachers and their students have been worsened in a nonnegotiable fashion so that the latter are inclined to be punished or isolated from those teachers or other naughty primary school students who are good at follow their teachers' instructions and suggestions in a blind fashion to please their teachers for the prevention of their teachers' dissatisfaction with them or their behaviors or their anger with those naughty students or their learning behaviors. To this extent, the data analysis needs to be focused on the incompatible responses those naughty primary school students have given to their learning tasks and the intuitional attitude their teachers have been holding toward them and their incompatible thinking that might be considered to be the original form of their innovative curiosity.

## **4. Developing Naughty Primary School Students' Innovative Curiosity in the Prevention of Their Teachers' Unconscious Repressive Prejudices**

In combination with the research plan made for the evident and essential justification of the reliability and validity of developing the innovative curiosity of those primary school students as to be analyzed in this paper in line with the qualitative measures to be taken to make a profound analyses of the causes and effects between either those primary school teachers' unintentional or unconscious prejudices against the experiential and experimental habits, attitudes, and, actions of their naughty primary school students in view of what has been shown in the professionalization, deprofessionalization and reprofessionalization of the teaching attitudes and teaching beliefs of most those primary school teachers in the continuous

overall development and improvement of their intellectual knowledge and skill in the qualitative justification of the practical feasibility for the overall development of the innovative curiosity of their primary school students through the acceptable reduction or minimization of their resistant force in the enrichment of the learning activities of their naughty primary school students and the reasonable equipment of the learning opportunities with them, the following four major parts of this paper will make an exploration of the experiential and experimental feasibility either to reduce or to minimize the strong repressive effects most primary school teachers' unconscious or unintentional prejudice will have on the unpredictable and incredible promotion of the potential development and improvement of the rather precious creative and critical curiosity of the vast majority of the naughtiest primary school students who have been said to be able to do nothing at school but bring their teachers a large number of solvable or unsolvable troubles time and time again rather than to be inspired to try their best to make an ambitious and aggressive exploration of what has come to their minds in their learning experimentations and learning explorations indebted to the creative and critical inspiration and illumination they have acquired from the experimentation they have come across in the profound and particular meditation they have been making on the efforts they have made for the interesting discoveries of the feasible and possible solutions to the basic problems they have been running across in their own imaginative, impressive and instructive learning lives and learning experiences apart from the great impact their exclusive and impatient rejection to those naughty primary school students are inclined to have on the sustainable, successful and sufficient achievement of the intellectual and innovative dreams to be sought for in their future studies as a result of their continuous ignorance of the confidence and courage carried in the rather particular insistence of those naughty primary school students and their practical impatience for the honest acceptance of the unacceptable behaviors behind which the rare intellectual and innovative intelligence of those naughty students have been hidden in a confidential way.

#### *4.1 The Authentic Investigation of Naughty Primary School Students' Innovative Curiosity in the Examination of the Repressive Effects of Their Teachers' Unconscious Repressive Prejudice*

In view of the analytical arrangements made for the essential and evident justification of the practical probability for the author of this paper to make her way to the overall development and improvement of naughty primary school students' innovative curiosity in the appropriate and acceptable minimization of their teachers' unconscious repressive prejudice against them or even discrimination of them in the entire process of their curriculum design, curriculum development, curriculum implementation and curriculum evaluation when they have to be faced with the quite incredible creative thinking and critical thinking most naughty primary school students have been trying their best to develop in their own learning experiences and learning experiments in an incompatible way on account of their strong unwillingness to be developed to free themselves from the dogmatic or pedantic imprisonment of the excessive exaggeration of those teachers' leadership in classroom that has been dominated by the popular developmental views related to the subject-centered curriculum design regardless of the assertion that "leadership that matters is leadership that is sustained... (Manthey, 2004, p. 13)" in a profound fashion,

it has turned out to be quite crucial for the author of this paper to take into account in an overall fashion the great experiential and experimental necessity for her to give an overall and authentic investigation of the practical perceptive and cognitive values and virtues of the innovative curiosity personified in the increasing development of the intuitive learning habits, learning styles, learning strategies and learning abilities of most naughty primary school students despite there being very strong incompatibility with what their teachers prefer to a great deal in their teaching practices and teaching processes, and, the great harm those primary school teachers are inclined to do to the adequate development and improvement of the creative thinking and critical thinking of those naughty primary school students at cost of either the deconstruction or destruction of their mental health in their perceptive and cognitive growth that has referred a lot to what has been shown in the clear elaboration of the psychological development of each individual that the "...state of well-being in which every individual realizes his or her own potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2005, p. 12)". In the practical observation of the teaching behaviors, teaching strategies, teaching styles and teaching attitudes of those primary school teachers, it is not quite difficult to find that they are quite likely to run out of their educational tolerance and educational patience when they have to deal with naughty primary school students, and, unable to have a good control over their emotion so that they are apt to turn a blind eye to those naughty primary school students in their teaching activities, to prevent them from the positive interaction with those students in an implicit fashion or in an explicit fashion, or, to isolate those students from the natty primary school students they prefer a lot in the name of the classroom management they are quite likely to make full use of to familiarize the latter and to estrange the former in their teaching process by their unconscious or unintentional devaluation or distortion of its original definition that "...classroom management is one of the most important dimensions of the teaching and learning process. It is believed that good classroom management helps establish an effective and conducive learning environment (Kubat & Dedeali, 2018, p. 110)."

A profound and perspicacious reflection and rumination of the hegemonic leadership or leading hegemony of those primary school teachers in either their habitual and harmonious dominance or governance of the learning behaviors, learning practices and learning processes of most natty primary school students, their extensive and excessive supervision of the learning progress and learning performance of those students, and, their preferential evaluation of the learning effects and learning outcomes of them will help the author of this paper to have a good access to the true perceptive and cognitive balance between the attitude those primary school teachers have been holding toward natty primary school students and naughty primary school students owing to the different choice they have made for the instructions of their teachers. In a psychological sense, this choice has much to do with the different needs to be met in their minds. For the part of the former, what they need to do is to follow every suggestion their teachers are inclined to give them in an unconditional fashion without thinking about the appropriateness and adequateness of those suggestions, not to speak of the ambitious and

aggressive exploration to be made of the practical feasibility of those suggestions when their teachers try their best to make explanations to their problems in an advantageous fashion. On the part of the latter, it has turned out to be quite difficult or impossible for them to follow their teachers' dogmatic or pedantic instructions in a submissive fashion, for what they are good at in their learning explorations is not to take it from others in a submissive fashion but to make a rather suspicious meditation on whatever they have heard of or caught sight of on account of the strong intellectual curiosity they have been developing and getting accustomed to in their learning experiences and learning experiments even if they have failed to be aware of the possibility that their intellectual curiosity is inclined to give rise to the formation, transformation, or even reformation of their innovative curiosity and the contributions they are likely to make to the intellectual development of their motherlands in their future studies in connections with what has been illuminated and instructed explicitly in the distinctive and diverse interaction between most of those primary school teachers' unconscious repression and the intuitive reaction of their naughty primary school students in more than one respect. In a comparative sense, those naughty primary school students have been thrown into danger in most cases due to their incompatible thinking with natty primary school students and their teachers, for the continuous development and improvement of their creative thinking and critical thinking engendered in the construction and consolidation of the strong intellectual and innovative curiosity in their own learning practices and learning processes have turned them into independent learners who are able to analyze problems or answer questions in an insightful way rather than dependent ones who have to rest a lot on their teachers to enable or empower them to make their way to the solutions or answers available in the minds of their teachers regardless of the harm this perceptive and cognitive dependence tends to do to the further development and improvement of their creative thinking and critical thinking on which the genuine stimulation and promotion of their intellectual and innovative curiosity are based in most of their learning situations owing to the primary school teachers' practical failure to realize the crucial role they are in a position to play in taking their responsibility for the protection and promotion of those naughty primary school students by maximizing the "positive mental health (Cefai & Cooper, 2017, p. 3)" they are supposed to implant into the minds of those naughty primary school students and minimizing the "internalized and externalized conditions (ibid, p. 3)" to help them to get rid of their possible anxieties and depressions.

On the ground of the objective analyses of the authenticity and objectivity of the practical investigation of the harm the unconscious repressive prejudices of most primary school students have done to the sufficient development of the intellectual and innovative potentiality of their students who have been driven by their strong innovative curiosity, the independent perception and cognition of those naughty primary school students have made it clear that the objective and authentic observation of the perceptive and cognitive intuition of those primary school teachers in accordance with what has been impressed in their teaching practices and teaching processes when they are unaware that they have been observed turns out to be the most effective way to get a rather good access to their intuitional preferences to natty primary school students and their unconscious repressive prejudices against naughty primary school students, and,

the unbearable trials and tribulations those prejudices are doomed to bring for the mental health of the latter whose liberty and dignity have been deprived of by their impatient and irrational teachers who have been preoccupied with the isolation of those naughty primary school students and the hatred for the numerous troubles those naughty primary school students have been bringing them. Thus, it can be seen from the analyses made of the teaching facts and teaching events of those primary school teachers that the objective, essential and authentic elaboration of their intuitive impatience and unconscious prejudice is the valid and reliable for the author of this paper to find out enough conclusive evidences for the prevention of those primary school teachers' irrational preference to natty primary school students and their unconscious repressive prejudice against the overall development and improvement of those naughty primary school students' innovative curiosity in an insightful sense.

#### *4.2 The Essential Exploration of Naughty Primary School Students' Innovative Curiosity in the Appropriate Minimization of the Repressive Effects of Their Teachers' Unconscious Repressive Prejudice*

In the case of the high relevance of the data and information to be needed in the analyses of this research to the correlative data taken from the analytical result based on what has been collected and gathered from the profound and perspicacious analyses to be made of the learning behaviors, learning performances, learning progressions and learning attitudes that have to be closely observed in the exploration to be made of the intellectual and innovative curiosity of most primary school students to have a very profound understanding of their experiential and experimental potentiality in according to what they have been interested or disinterested in when they are invited to join various learning activities and the teaching preferences to natty primary school students and teaching prejudices against naughty primary school students to have a good knowledge of the perceptive and cognitive inclination of their teachers in accordance with the valid and reliable responses the participants have given to the concern that has to be shown for their natty primary school students and naughty primary school students in connection with the extent to which they are patient with those two groups of primary students in a different way owing to the different attitudes they have been holding to those students in an intentional way or in an unintentional way. A careful look to be taken at the teaching behaviors, teaching attitudes, teaching interests and teaching habits is inclined to enable the author of this paper to have a good understanding of the reasons for their educational preference to the former and their educational prejudice against the latter due to the subject-centered curriculum design running through their teaching practices and teaching processes although they have been fully aware of the objective problem that this curriculum design is bound to lead to the curriculum evaluation that both those two groups of primary students are inevitable to be examined by their academic results. In this case, it is natural that they prefer the former due to their academic performance and resist against the latter as a result of their academic inconsistency with those teachers and their learning peers who have failed to have a good understanding of their creative thinking and critical thinking on which the development of their intellectual and innovative curiosity have been resting a lot on in their studies even if they have to take risks in most cases in being misunderstood, maltreated, misinterpreted and misgoverned by those who have turned out to be unable

to have a genuine understanding of either their ambitious or aggressive explorations they do want to make in their learning experiences and learning experiments to have a very good access to the intellectual and innovative wisdom that has been playing an important role in stimulating and promoting their intellectual and innovative insights in a sustainable way and in a sufficient way as what to be elaborated below.

To a great extent, the inconsistency between those naughty primary school students and natty primary school students and even between them and their primary school teachers has turned out to be the major reason for the exclusion and isolation they have been forced to suffer from their interaction with those natty primary school students and their communication with those primary school teachers, for those natty students and teachers are inclined to consider their inconsistent actions as disruptive behavior. As a matter of fact, none of those natty students and their teachers has had a good understanding of the genuine definition of this term save their familiarity of the popularized awareness that "...disruptive behavior is roughly defined as inappropriate behavior of students in the classroom that impedes both learning and teacher's instructions (Gómez Mármol et al., 2018, p. 14; Närhi et al., 2017, p. 1186)." In an objective sense, the genuine for this inconsistency lies a great deal in the perceptive and cognitive phenomenon that it is difficult or even impossible for them to have a genuine understanding of what has come to the ingenuous and insightful minds of those naughty primary school students in most cases due to their failure to take the same course with those naughty primary school students who have turned out to be not interested in seeking for the thorough satisfaction of their teachers with what they have been doing, but seeking for their internal satisfaction with what they have learned from their learning and researching experiences in an intelligent way and in an intellectual way. From the point of view of the perceptive and cognitive breakthrough or transcendence of the educational work that has been playing an insightful role in the successive and sustainable promotion of the material and spiritual civilization of human beings, what has turned out to be true is that the intellectual and innovative wisdom tends to be favorable for those who are inclined to be inconsistent with most of those who are able to do nothing but to follow suits in the educational context of a given society at a given historical moment due to their unwillingness and inability to rack their brains to send their analytical and synthetic bravery and brilliance to the inspiration and illumination of the intellectual and innovative wisdom of those inconsistent primary school students to make enough room for the encouragement and enlightenment of the innovative curiosity on which they have to count to achieve their perceptive and cognitive breakthrough and transcendence in their future studies. Of course, the acquisition of this wisdom has to be based on those primary school teachers' adequate awareness of the truth that their implicit punishments of their naughty primary school students through the discrimination and isolation engendered in their prejudices are not only likely to "reduce the naughtiness (Schlomi et al., 2022, p. 2)" of their own primary school students but also to spoil their innovative creativities and curiosities.

Having considered the tremendous perceptive and cognitive difference and distance between the rather popular perceptive and cognitive dependence of natty primary school students on their primary school

teachers and the unintelligible perceptive and cognitive independence of naughty primary school students engendered by those primary school teachers' personal preferences to the former and prejudice against the latter in the continuation and maintenance of the subject-centered curriculum design to which they have been used in the true perceptive and cognitive imprisonment of their teaching traditions, their teaching dogmas and their teaching routines, what the author of this paper has been fully aware of in a profound sense in the comparative exploration that has been made of the different attitudes those primary school teachers have held toward natty primary school students and naughty primary school students and the different values carried in the conservative deterioration of the normal and natural development of the practical thinking of the former in their learning experiences, and the development of the creative thinking and critical thinking of the latter in their learning explorations as a consequence of their great expectation of achieving perceptive and cognitive progress in this learning process, is, that the investigation given of the learning behaviors, learning progresses and learning performances of the participants available in the completion of the researching objectives when the researching plan is made for this paper has made it clear and evident that although those naughty primary school students have suffered a lot from their interaction with natty primary students and the communication with their primary school teachers when they learn essential knowledge in a compulsory way at the primary schools they attend in accordance with what has been indicated in the practical extent to which their primary school teachers are unwilling to talk with them, to make a discussion with them, or, even to make a communication with them honestly to see if it is possible for them to achieve academic excellence and if it is feasible for primary-school teachers to take into account cautiously and the negative educational impact the unconscious repressive management of primary school students as shown in the actual attitudes of those primary school teachers has tended to make those naughty and subversive primary students natty and submissive due to their diverse or distinctive thoughts inconsistent with what their expectation of them to do and think like most natty primary school students who have been learning submissively at most primary schools according to the absolute acceptance of their instructions, it has turned out to be their unconscious repressive prejudice that forces those naughty primary school students to have a very good access to the precious quietness they are likely to make full use of to develop their creative thinking and critical thinking and to make a valuable exploration of everything in which they are interested to lay a rather sound perceptive and cognitive foundation for the overall and sufficient development of their intellectual and innovative curiosity but it has to be clear that this prejudice has to be prevented in an acceptable fashion.

#### *4.3 The Practical Identification of Naughty Primary School Students' Innovative Curiosity with the Prevention of Their Teachers' Unconscious Repressive Prejudice*

On the basis of the appropriate awareness of the very crucial role the overall development and improvement of those naughty primary school students' rather impressive innovative curiosity in combination with the intellectual and intelligent extraordinariness that has been differing and distancing a lot from the intellectual and intelligent ordinariness to which their primary school teachers have been

accustomed in terms of the experiential and experimental development and improvement of their intellectual potentiality and particularity in their learning explorations and learning experimentations that have to be based on the prioritization of the overall development and improvement of their creative thinking and critical thinking in accordance with the academic and intellectual versatility hidden behind their unintelligible and unrecognizable learning habits, learning behaviors, learning styles, learning methods and learning strategies that are inclined to enable them to develop their learning abilities in a transcendental way in the process of their own perceptive and cognitive progression, what matters much more for most primary school teachers in their teaching experimentation and teaching exploration when they are willing to change the impatient or unidentifiable attitude their naughty primary school student is that it is of great perceptive and cognitive importance for them to be aware of either the unbearable or intolerable attitude they have been holding toward those naughty primary school students with respect to their learning progress and learning performance, the possible changes of this unfriendly attitude are inclined to help those naughty primary students to be free from being made mad when they are unable to deal with the strong learning pressures and psychological pressures imposed on them due to their perceptive and cognitive inconsistency with naughty primary school students and their primary school teachers on the subject of choosing to be submissive or subversive to the inappropriate or unacceptable domination or manipulation of their primary school teachers and they are unable to break away from the emotional crisis or emotional tragedy potentiated in the communicative indifference or isolation of their primary school teachers in a reasonable fashion and in an acceptable fashion when they are thrown into terrible emotional danger in the practical communication with their primary school teachers on their learning issues, for those primary school teachers' decisive rejection to the reasonable and rational changes of this attitude toward them has turned out to be unfavorable for them to seek for the essential particularization and professionalization of their innovative exploration and the quintessential prioritization of their innovative elaboration in the theorization and systematization of what has come to them in the protection and promotion of their experiential and experimental potentiality in a logical fashion and in a scientific fashion when they try their best to have a very good access to the precious and perspicacious perceptive and cognitive transcendence in their own experiential and experimental learning explorations.

To this extent, it tends to be of great innovative importance for those primary school teachers to enable their naughty primary school students to have a genuine access to their intellectual and intelligent potentiality and particularity of their innovative curiosity and then to make a very good perceptive and cognitive preparation for the true particularization and professionalization of their innovative exploration and experimentation even if they are unable to have a profound understanding of the implication of innovative professionalism that has much to do with the practical educational exemplification of the very particular values, virtues, and visions of this perceptive and cognitive innovation potentiated in the clear conceptualization and concretization of professionalism to the effect that "...Professionalism [...] focuses on the question of what qualifications and acquired capacities, what competence, is required for



the successful exercise of an occupation [...] -which, in the last instance, is assessed by external forces (Englund, 1996, p. 76).” In a pragmatic sense, this particular and professional exemplification will be valuable for not only the social acceptance of those primary school students’ jobs in their future lives but also for their successive and sustainable persistence in making their great perceptive and cognitive contributions to the cohesive and coherent stimulation and promotion of the true intellectual and intelligent innovations that have been expected and demanded most in their motherlands to solve the unavoidable problems that have been preventing their motherlands from making a great progress in intellectual and intelligent innovation as a result of the barricades existing in the unstoppable continuation of the inappropriate or inadequate development of the naughty school students’ innovative potentiality and curiosity through the acceptable prevention of their primary school teachers’ prejudices’ inconsistent learning exploration and learning experimentation in the implementation of their subject-centered curriculum design in the educational examination and educational evaluation designed for the analyses to be made of the learning progress and learning performance of their primary school students according to the specific learning outcome they have achieved in their learning practices and learning processes rather than the strong learning ability they have developed in an ingenuous fashion, in an innovative fashion and in an insightful fashion in those learning practices and learning processes. Therefore, it can be seen in an evident fashion from this analysis that a lot has to be done both in an educational context and in a social context to pick up the speed of the perceptive and cognitive liberation of those primary school teachers to lay a sound perceptive and cognitive foundation for their perceptive and cognitive promotion on account of its possibility to quicken this insightful exemplification in the popular identification with the particular and professional learning experimentation and exploration in which their naughty primary school students are interested in their learning experiences in most cases.

This exemplification also finds its way in the profound and particular awareness of the great emphasis to be placed on the practical necessity for primary school teachers’ true understanding of the genuine particular professionalism of their respective naughty primary school students’ learning exploration owing to their indebted to their conscious or unconscious perception and cognition of the valuable inconsistency carried in their reverse thinking that is bound to differ most from the valueless and vicious consistence of natty primary school students who are good at intellectual and intelligent imitation of others like their primary school teachers owing to the unstoppable and unavoidable perceptive and cognitive confinement of the obverse thinking they have inherited or learned from those primary school teachers to highlight their perceptive and cognitive consistence with others and to maximize the perceptive and cognitive popularity on which they count a lot to get well along with them in a blind fashion or in an ambitious fashion, and the concretization and crystallization of their learning experimentation that has a great deal to do with their rather profound understanding of the genuine denotation and connotation of the particular professionalism potentiated in their aggressive and ambitious experimental learning exploration in an unnoticeable fashion and in an untraceable fashion that “...professionalism has been defined...as an ideologically-, attitudinally-, intellectually- and epistemologically-based stance on the part of an

individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice... (Evans, 2002, pp. 6-7)" From the point of view of the better protection and promotion of the progressive perceptive and cognitive boundaries of those naughty primary school students, this exemplification tends to play a crucial role in giving a strong perceptive and cognitive impetus to those primary school students in their successive and sustainable acquisition of the conducive encouragement and enlightenment from the appropriate prevention of their primary school teachers' perceptive and cognitive prejudice against them in the careless implementation of the content-centered curriculum design that is in a position to be used for the continuous inspiration of the professionalization and particularization of those primary school students in seeking for the experiential and experimental exploration and innovation in their learning practices and learning processes. In an essential sense, this insightful and ingenuous exemplification carries a brave and brilliant abandonment of those primary school teachers' previous perceptive discouragement in dealing with their own naughty primary school students on the ground that has been laid for their honest identification of their primary school students with the unintelligible perceptive and cognitive particularity and professionalism those naughty primary school students are anxious to make use of in their learning experimentation and their practical and pragmatic learning exploration to seek for the perceptive and cognitive breakthrough or even transcendence that can be considered as a good preparation to be made for their appropriate and adequate obtainment of the innovative curiosity that will do good to their perceptive and cognitive growth right on the way to their persistent maximization of the various exploration of the intellectual and intelligent contribution they are able to send to the promotion of the profound and perspicacious economic, social and cultural development of their motherland. However, what matters most in this respect is based on the perceptive and cognitive liberation of most primary school teachers who have a very good knowledge of the high possibility that their appropriate identification with the learning exploration of those naughty primary school students tends to provide a strong perceptive and cognitive incentive for the formation, transformation and reformation of the curriculum design, development and evaluation and the protection and promotion of the primary school education that has much to do with the lives of their compatriots and the lots of their motherland.

#### *4.4 The Adequate Inspiration for Naughty Primary School Students' Innovative Curiosity in Supervising Their Teachers' Unconscious Repressive Prejudice*

Indebted to the insightful and ingenuous awareness of the genuine perceptive and cognitive emphasis to be placed on the good the development and improvement of the naughty primary school students are inclined to do to their perceptive and cognitive growth in the acquisition of the essential and evident protection and promotion of the tremendous intellectual and intelligent potentiality and particularity on which they have to base the overall and effective development and improvement of their innovative curiosity in the unintelligible learning experimentation and learning exploration in which they have been interested in their learning practices and learning processes, it is of great practical necessity for the author of this paper to make a good analysis of the essential teaching practices and teaching processes that are

conducive for the vast majority of those primary school teachers to get free from the great perceptive and cognitive imprisonment their unconscious uncontrollable preferences to their sociable natty primary school students and their unconscious repressive prejudices against their naughty primary school students with the help of the valuable inspiration, instruction and illumination perceivable from the profound and perspicacious reflection and rumination of their intuitive teacher beliefs in a practical sense that “a teacher’s beliefs tend to be associated with a congruent style of teaching that is often evident across different classes and grade level (Kagan, 1992, p. 66).” That is primarily because their genuine understanding of the implications of those teacher beliefs has to be connected with the authentic and objective awareness of the experiential and experimental application of the true perceptive and cognitive values and virtues that are supposed to be implemented throughout their teaching experiences and teaching experiments to empower them to have a rational control over the unconscious preferences to the former and the prejudices against the latter grounded on the educational conscience that tends to inspire teachers including primary school teachers to avoid categorizing their students in a hierarchical fashion in connection with either the conscious or unconscious needs to be met either in a selfish sense or in an unselfish sense. From the point of view of the essential and evident stimulation and promotion of the educational breakthrough and educational transcendence of their mother land and the continuous achievement of the great pride in which those primary school students are likely to take due to the popular respect their primary school students and the students’ parents are willing to show for them on account of the great contribution they have made to the intellectual and intelligent of their children, it is irrational for those primary school teachers to be caught in the endless selfish personal needs that are likely to have a great impact on the deviation, devaluation or even distortion of their teaching attitudes and their teaching beliefs in their teaching practices and teaching processes but admirable for them to be preoccupied with their generous unselfish needs to be met to achieve their educational values based on the sincerity they have acquired from their teaching experiences to enable them to be faced with the inconsistencies between the continuous insistence on their teacher beliefs and the appropriate and adequate application of them into their teaching experiences when they are aware of the “disharmony between their beliefs and practices (Guerra & Wubben, 2017, p. 40)” in a profound fashion.

With the standpoint of the authentic and objective protection and promotion of the educational justice, educational equality, educational liberty, educational fraternity, educational tolerance and educational conscience that are supposed to be kept in the minds of not only most primary school teachers but almost all teachers working hard for the educational breakthrough and educational transcendence of their mothers lands and the bright future of their students in the long run, it will be extremely unacceptable and unimaginable for those primary school teachers to be referred to in most cases in this qualitative research to be unable to be unaffected by their uncontrollable preferences to their natty primary school students and their strong unstoppable prejudices against their naughty primary school students in that they are not in a position to make themselves unable to strike an appropriate or acceptable psychological balance between their preferences and their prejudices those who have been teaching at primary schools.

As a matter of fact, most primary school teachers have failed to achieve this kind of intrinsic psychological balance due to their essential perceptive and cognitive failure to enable them to achieve their genuine perceptive and cognitive balance between their excessive patience for their natty primary school students and their excessive impatience for their naughty primary school students, for it has turned out to be difficult or impossible for them to accept the unaccepted behaviors of their naughty primary school students and they have turned out to be insincere for them while making friends with their naughty primary school students as a result of their inadequate experiential and experimental courage and confidence to be picked up to empower them to have a rather good access to the educational tolerance and educational fraternity that are inclined to help them to put a full stop to their hierarchical categorization of their primary school students and their unconscious isolation of their naughty primary school students even though they might not be on purpose to do so in their teaching experiences when they are forced to follow whatever it takes to implement the subject-centered course design, development and evaluation at primary school in a competitive educational context rather than to keep in pace with the very popular implementation of content-centered curriculum development, design and evaluation over there in a cooperative educational context. To this extent, those primary school teachers who are most fed up with their naughty students will be the best-qualified ones to be invited in the necessary interviews to be taken in this research to give an authentic and objective investigation of their repressive teaching attitudes and teaching beliefs to show the great importance that is supposed to be placed on the immediate actions to be taken to prevent their unconscious prejudices against their naughty primary school teachers, for the continuation of their repressive prejudices is not favorable for the effective and essential protection and promotion of the creative and critical curiosity of those naughty primary school students.

To be honest, what most primary school teachers has to be aware of in a sensitive fashion and in a sensible fashion in their communication with their naught primary school students from the bottom of their hearts in the case of the resistant or repressive attitude they have been holding toward their primary school students, is, that they are quite unwilling to condescend their so-called educational authority and to show their sincere respect for the conscientious and intuitive authenticity and simplicity of their naughty primary school students as a result of their wrong understanding of the harmonious correlation between them and their students in an essential sense and their conscious or unconscious resistance against the inconsistent learning interests, learning habits, learning styles, learning strategies and learning behaviors that tends to give rise to their uncontrollable isolation of those primary school students from the normal and natural participation in the indispensable learning activities by treating them as the servant or slaves of their teaching practices and teaching processes without knowing clearly that their unconscious isolation of those primary school students might be the genuine causes for their primary school students to fall victims to their authoritative indulgence, their dogmatic or pedantic insistence upon the achievement of the submissive obedience of their primary school students, or, their perceptive and cognitive innocence or ignorance of the genuine creative and critical essence of the primary school

education that seeks for the insightful liberation of the minds and souls of those primary school students rather than the suppression of their minds and souls to make them to the unthinkable and unimaginable toys or tools of the unbearable educational domination and manipulation epitomized in the social context of their motherland. In other words, what have come to the minds of those primary school teachers has deviated a lot from the perceptive and cognitive essence and quintessence of the primary school education that has to be grounded on the rather special care to be taken of the mental health of those isolated naughty primary school students to provide a strong perceptive and cognitive support for the successive and sustainable encouragement and enlightenment for the sufficient development and improvement of their own intellectual and intelligent potentiality to make an experiential and experimental preparation for the insightful and ingenuous development and improvement of their intellectual curiosity in an acceptable fashion and in an admirable fashion.

Considering what has been analyzed above in terms of the minimization of the repressive and discriminative impact the unconscious prejudices of most primary school teachers have had on the protection and promotion of the normal and natural growth of those primary school students, it can be seen in a clear fashion from this analysis that the repressive and resistant isolation of most naughty primary school students from their normal and natural participation of the learning activities at primary schools has turned out to be of high relevance to the evident perceptive and cognitive inadequateness and inappropriateness of those primary school teachers on account of their strong inconsistency with what has occurred to those primary-school teachers whose minds have been suffocated with the unintelligible deprivation of the possible and feasible learning opportunities those primary school students are inclined to take in their learning experimentation and learning exploration to foster the successive and sustainable development and improvement of the creative thinking and critical thinking owing to their insightful and ingenuous application of their creative and critical meritocracy, potentiality, versatility and curiosity into the eventual achievement of their perceptive and cognitive progress, for it can be seen from what they have come across in their impatient communication with the vast majority of their naughty primary school students in their teaching practices and teaching processes that as a consequence of the increasing unconscious prejudices those primary-school teachers held unconscientiously toward the so-called misbehaviors of those naughty primary school students, it has turned out to be quite difficult or even impossible for those primary school teachers to take into account the possibility that what they have been doing in their teaching experiences regarding those prejudices will give rise to the destruction of the future of those primary school students, the distortion of the ideas that ought to be balanced between the educational valuation and educational devaluation in the development of the primary education of a country, and, the prevention of the normal and natural speed picked up due to the insightful introduction of the diverse and distinctive creative and critical insights acquirable from the worthwhile respect to be shown for the ignored dignities and personalities of those misunderstood and misinterpreted naughty primary school students and the rather great theoretical and practical efforts that are supposed to be made for the insightful and instructive decentralization of the educational authority of those primary-school

teachers who are likely to be biased against those naughty primary school students at cost of spoiling their future and the possible slowdown or stoppage of the educational development of their motherland that has much to do with the economic, social and cultural prosperity of their motherlands on account of the strong intellectual and intelligent impetus the instructive and insightful prioritization of the crucial role the overall development and improvement of those primary school students' genuine innovative curiosity tends to play in the stimulation and promotion of the economic, social and cultural progress of their motherland in more than one respect.

## 5. Conclusion

On the basis of what has been analyzed above in this paper regarding the good the prevention of most primary school teachers' unconscious repressive prejudices against their naughty primary school students has done to the very particular and perspicacious protection and promotion of the intellectual and intelligent potentiality of those naughty primary school students that has been seen as the basis for the essential development and improvement of their innovative curiosity in their learning experimentations and learning explorations right on the way to the achievement of the perceptive and cognitive growth and transcendence in their learning practices and learning processes, it is reasonable for the author of this paper to reach a conclusion in a logical sense, in a strategic sense and in a systematic sense that with standpoint of the successive and sustainable prosperity of the overall economic, social and cultural development and improvement of a given country, it is of insightful strategic importance for the vast majority of primary school teachers to open their minds by removing their excessive unintentional preferences to their natty primary school students who have been keeping in pace with their perceptive and cognitive imprisonment and their strong unconscious prejudices against their naughty primary school students who are unwilling to be consistent with their perceptive and cognitive domination and manipulation to set a broad platform for the maximum development and improvement of those naughty primary school students' innovative curiosity to enable or to empower them to give a strong intellectual and intelligent impetus to the acceleration of the economic, social and cultural transcendence of their motherland, for what has turned out to be true in this research in an evident fashion with regard to the correlation between the perceptive and cognitive growth of those naughty primary school students in connection with the insightful and ingenuous development and improvement of their innovative curiosity is that the experiential and experimental progress of their innovative curiosity in the educational context of the popular implementation of subject-centered curriculum design, development and evaluation used for the overall examination of primary school students' learning outcomes rests a lot on the great efforts to be made in those primary school teachers' true willingness to be developed in an honest fashion in their teaching explorations to give an authentic and objective investigation of those naughty primary school students' strong innovative potentiality, to make a valid and reliable exploration of their innovative versatility, to identify them with their intellectual and intelligent priority on which the development of their innovative curiosity has to be based, and to prioritize the sufficient and sustainable development of

their innovative curiosity to deal with the predictable or unpredictable situations in which the actual economic, social and cultural progress of their motherlands is inclined to be caught owing to the practical failure to strike an appropriate and acceptable balance between primary school teachers' uncontrollable preferences to natty primary school students and their unconscious repressive prejudices against naughty primary school students. To this extent, the sufficient development and improvement of the innovative curiosity of most primary school students especially that of most naughty school students have too much to do the educational rehabilitation of their motherland that is of rather high relevance to the strategic achievement of the economic, social and cultural breakthrough of their county due to its rather close connectedness with the specific lives and lots of most citizens who have to learn, to live and to work over there in an unavoidable fashion to quicken their individual intellectual and intelligent growth and the perceptive and cognitive progress of all citizens over there. What needs to be disclaimed at the end of this paper is that very hard as the author of this paper has worked to make a qualitative analysis of the practical and particular feasibility to encourage those naughty primary school students' genuine innovative curiosity through the evident, effective and efficient prevention of their primary school teachers' unconscious repressive prejudices against them in an appropriate way and in an acceptable way, it has to be admitted in an honest way that a lot needs to be done in the future to enrich this researching topic. In a similar way, very great expectation will be appreciated suppose there is unintentional disrespect shown for her academic predecessors in this paper.

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