



A VIEW ON TEACHER MANAGEMENT STYLE OF STUDENTS

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Teaching is best characterized as the creation of learning opportunities through the management of interaction. Teacher management style has always been an important part of education because teachers personality traits, their educational expediencies. Research, instructional knowledge and teaching methodologies mainly determine their management styles. Teachers management styles are so important that they can not only affect the development of learners in all affective, cognitive and psychomotor dimension and flourish their potential talents in particular but also they can cause the development or under development of human societies in general, because it is the classroom and the formal educational setting where the educators work formally, rationally and scientifically.

Teachers management style refers to the wide variety of skills and techniques that teachers use to keep the students organized, focused, attentive and academically productive. While managing the students, teachers minimize the behaviors that facilitate, assist and enhance learning of students and maximize the behaviors that facilitate, assist and enhance learning. Wolfgang and Glickman (1980, 1986) support three management styles:

- ❖ Non-interventionist or style (low control of classroom management or student centred style)
 - It presupposes that the child has an inner drive that needs to find its expression in the real world.
- ❖ Interventionist style (high control of classroom management or teacher centered style)
 - It emphasizes on what the outer environment of people and object do to the human organism to cause it to develop in its particular way.
- ❖ Interactionist style (moderate control of classroom management or teacher-student centered style)
 - It focuses on what the individual does to modify the external environment as well as what the environment does to shape the individual.

Management of learners extends to everything that teachers may do to facilitate and improve student learning which would include such factors as following:

- Behaviour
 - A positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.
- Environment
 - For example, a welcoming, well lit classroom filled with intellectually stimulating learning materials to support specific learning materials to support specific learning activities.
- Expectations
 - The quality of work that teachers expect students to produce, the ways that teachers expect students to behave towards other students, the agreements that teachers make with students.
- Materials
 - The type of texts, equipment. And other learning resources that teachers use.
- Activities
 - The kind of learning experiences that teacher design to engage student interests, passions and intellectual curiosity.

How students learn and how teachers teach are complicated processes which are difficult to understand and even harder to master. It is not surprising that professors of many years experience feel they have never quite got it right, and are amazed and gratified when the will to learn and the desire to teach come together in a few moments of excitement, pleasure, and joyful discovery (Schwartz 1980). While teacher's cannot make students learn, they can promote learning by helping students become motivated to learn, handle information and experience, develop knowledge, attitude, and skills, and transfer their learning from the classroom to the real world (McLagan, 1978). In addition to the general role of the teacher as helper, the literature on the relationship between teaching and learning identifies three specific roles: the teacher as human relation specialist, as facilitator, and as motivator. Each role is a key to promoting students learning.

Knowledge about how children learn, and understanding about what constitutes effective teaching and classroom management has increased considerably over the past decades. Schools and teachers can dramatically influence the extent and quality of learning for all students. The emphasis must be on success, rather than on failings and shortcomings. To

make this possible, a learning environment needs to be created in which all children feel safe and understood, and can reach their potential. Effective teachers have learnt and experienced that behaviour problems are relatively rare in classrooms where children are actively involved and interested, and in which they come from and what they are learnt that they need to know their students background to be able to understand non-academic factors that may impact their learning, participation and behaviour.

It is obvious that not all children learn at the same pace or in the same way, Schools and teachers may have to consider the extent to which education policies and practices lead to the labeling of children or to promoting the view that learning capacities are either limited or fixed. Educating the whole person is an important goal of Education in itself and teachers play their part in this process, by taking into account and responding to individual differences in development and learning needs in each classroom.

How a teacher perceives management depends on how he sees his job as a teacher and to what extent he believes that all children can learn. Learning outcomes and behaviour are aspects of education which are very much influenced by teaching quality. A teacher has over control many factors that influence motivation, achievement, a child's level of emotional comfort and the quality of communication between teacher and students are important factors that enable optimal learning of individual children.

To be able to manage problems of students requires insight into where these difficulties may come from and why and when they arise. A teacher has to care for many different students, including those from poor, disadvantaged families, students who may have to work before a after a school, children from different ethnic, religious or language minority groups and those with a verity of learning difficulties or disabilities. Children may come to school hungry or tired; they may not have been able to home-work because luck of electricity or parents who are illiterate and not able to help them with their school assignments. It is important for a teacher to know a child's socio-economic and family background to be able to understand these non-academic or social factors that influence learning and behaviour. These factors cannot directly be altered, but understanding them will enable a teacher to place a student's " learning failure" or " misbehavior" in perspective and create learning environments that reduce rather than increase the effects of such.

When seeking explanations for lack of achievements or for behaviour problems, a teacher needs to be prepared to consider inadequacies in the learning content, process and environment rather than inadequacies in the child. H needs to reflect on what he teaches and how he teaches. What does he say and do in the classroom the development understanding?

How does he introduce new topic? Does he spend enough time explaining purpose and relationship to previously taught information and skills to enhance developmental learning? A teacher must however not only look at social backgrounds, but also at what happens inside the classroom. How students behave is often a reaction to factors within the school. A teacher needs to reflect on the learning environment he has created and whether this engages all children actively and meaningfully. It is important for a teacher to investigate how his style of teaching-learning interaction is an essential part of classroom management of the classroom management and many behaviour problems can be avoided by improved management of the classroom environment and timing of classroom activities.

Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is provided an optimal learning experience. Teachers for example decide where children sit in the classroom. This may appear an unimportant decision, but it is not. The seating arrangement in a classroom can enable or disable interaction, as well as impact student behaviour and attitudes. Thus, it is important to decide who will sit where and during which activity, based on the teacher's knowledge of his/her students.

Apart from imparting knowledge and skills, teachers also help children to define who they are. From daily interactions with teachers, children whether they are important or insignificant, bright or slow, liked or disliked. Teachers transmit these messages by the way they speak to children, their facial expressions and gestures, and by the amount of time they devote to each individual learner. Often teachers point out students' deficiencies more than praising them for their efforts and small improvements. For many children this is very discouraging, and may result in feelings of inferiority and failure. A teacher needs to realize this. Teachers need to reflect on their assumptions and expectations by asking children for feedback on the teaching – learning process and on what happens in the classroom in general. Teachers can learn from students. It is important for teachers to know what makes a good teacher in the eyes of his students such characteristics of quality teachers almost always have to do with a teacher's ability to relate to students as individuals in a positive way, treating and varied, providing encouragement and telling them to believe in themselves and their own abilities. This means that positive teacher-student relations and classroom climate must be important factors influencing how children experience school.

Motivation to learn and to behave is contingent on interest. If a teacher's teaching can harness the curiosity of children, he can also elicit a willingness of students to learn and behave. Interest-satisfying teaching motivates children far more effectively than coercing

them into tasks they consider irrelevant and boring. However. Despite such efforts to practice positive interaction, behaviour problems may occur. A teacher needs to be prepared for this with techniques ranging from a counseling approach, focusing on understanding and mutually solving a problem to behaviour modification, or ignoring inappropriate and reinforcing appropriate behaviour. Management is an integral part of effective teaching as it helps to prevent behaviour problems through improved planning, organizing and managing of classroom activities, better teacher-student interaction, aiming at maximizing students involvement and cooperation in learning.

Effective behaviour management is essential for achieving a productive classroom environment. Wubbels (2009) has discussed six approaches for managing students that focus on external control of behaviour, on internal control, on classroom ecology, on discourse, on curriculum and on interpersonal relationships. Classroom management usually has two distinct purposes: it seeks to establish an orderly environment so that students can engage in meaningful academic learning and it aims to enhance students' social and moral growth.

In order to have a positive effect on students, the management educator must apply the principles of active learning to the practical setting of the classroom. Auster and Wylie (2006) suggest that four dimensions are necessary to create a systematic approach to promote active learning in the classroom: context setting, class preparation, class delivery, and continuous improvement. Context setting refers to creating an open and relaxed atmosphere for learning in the classroom. Class preparation involves thought, planning, and creativity before the class session. Class delivery refers to the implementation of the planned lesson in the classroom. Continuous improvement entails seeking and using feedback concerning the teaching approach.

The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his her students, and be inspirational. The content must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivating experience and variables on a regular basis.

Teachers manage classrooms to facilitate the intellectual engagement conducive to intellectual engagement when students perceive: (a) that there are opportunities for them to succeed, (b) that flexible avenues exist through which learning can occur, and (c) that they are respected as learners because teachers purposefully manage classrooms so that these elements intersect optimally, students perceive that they are known and valued. Furthermore, opportunities for success, flexibility, and respect generally are present when teachers

challenge their students at appropriate levels, provide academic support, use instructional techniques that convey excitement for the content, and make learning relevant.

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