



A VIEW ON TEACHER'S MANAGEMENT STYLE OF STUDENTS

Mrs. Parveen Rani, Ph. D.

Principal, Baba Kundan Rural College of Education Ludhiana



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Teaching is best characterized as the creation of learning opportunities through the management of interaction. Teacher's management style has always been an important part of education because teacher's personality traits, their educational experiences, research, instruction knowledge and teaching methodologies mainly determine their management styles. Teacher's 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 underdevelopment of human societies in general, because it is the classroom and the formal educational setting where the educators work formally, rationally and scientifically.

Teacher's 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 student, teachers minimize the behaviour that impede the learning of students and maximize the behaviours that facilitated, assist and enhance learning. Wolfgang and Glickman (1980, 1986) support three management styles-

- ❖ Non-interventionist style (low control of classroom management or students 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 centred style)
 - It emphasizes on what the outer environment of people and objects do to the human organism to cause it to develop in particular way.
- ❖ Integrationists style (moderate control of classroom management or teacher – student centred style)
 - It focuses on what the individual does to modify the external environments, as well as what the environments does to shape the individual.

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

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

How students learn and how teachers teach are complicated process which are difficult to understand and even harder to master. It is not surprising that professor 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 teaches 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 human relation specialist, as facilitator, and as motivator. Each role is a key to promoting student's learning.

Knowledge about how children learn, and understanding about what constitutes effective teaching and classroom management has increased considerably over the past decades. School and teacher can dramatically influences the extent and quality of learning from all students. The emphasis must be on success, rather than on fallings and shortcomings. To make this possible, a learning environments need 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 are appreciated for who they are, where they come from and what they are able to contribute. Effective teachers have also learnt that they need to know their student's background to be able to understand non-academic factors that they 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 labelling 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 the process, by taking into account and responding to individual difference 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 aspect of education which are very much influenced by teaching quality. A teacher has control over many factor that influence motivation, achievement and behaviour of students. Factors such as a classroom's physical environment, a child's level of emotional comfort and the quality of communication between teacher and students are important factor that enable or disable optional 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, disadvantages families, students who may have to work before or after school, children from different ethnic, religion or languages minority groups and those with a variety of learning difficulties or disabilities. Children may come to school hungry or tired; they may not have been able to do home-work because of lack of electricity or parents who are illiterate and not able to help them with their school assignments. It is important from a teacher to know a child's socio-economic and family background to be able to understand these non-academic learning and behaviour. These factors cannot directly to altered, but understanding them will enable a teacher to place a student's "learning failure" or "misbehaviour" in perspective and create learning environments that reduce rather than increases 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. He needs to reflect on what he teachers and hoe he teaches. What does he say and do in the classroom to develop 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 student behave is often a reaction to factor within the school. A teachers needs to reflect on the learning environment he has created and weather this engages all children actively and meaningfully. It is important for a teacher to investigate how his style of teaching can affect progress and behaviour of different students. Timing of teaching-learning interaction is an essential part of classroom management and many behaviours problems can be avoided by improved management of the classroom environment and timing of school activities.

Effective teachers and classrooms managers address the need of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate these so that, ideally, each child is provided an optimal learning experiences. Teachers for examples decide where children sit in the classroom. This may appears 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 interaction with teachers, children learn 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 student's 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 need to realize this. Teachers need to reflect on their assumptions and expectations by asking children for feedback on the teaching-learning process on what happens in the classroom in general. Teachers can learn from students. It is important for teachers to know what make a good teacher in the eyes of his students. Such characteristics of quality teachers almost always have to do with a teacher's ability tolerate a student as individuals in a positive way, treating them with respect, making lessons interesting and varied, providing encouragement and telling them to believe in themselves and their own abilities. This means that positive teacher-

students relation 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 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 concern in 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 counselling approach, focusing on understanding and mutually solving a problem to behaviour modification or ignoring in appropriate 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 presentational of instructional material and better teacher-student interaction, aiming at maximize student's involvement and cooperation in learning.

Effective behaviour management is essential for achieving a productive classroom environment. Wubbles(2009) has discussed six approaches for managing students that focused 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 student's social and moral growth.

In order to have a positive effort on students, the management educator must apply the principles of active learning to the practical setting of the classrooms. 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 of learning in the classroom. Class preparation involve 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 or her students, and be inspirational. The content must be accurate, timely, stimulating and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial and provide tolls that can be applied to the student's real life. The environment to be accessible, safe positive,

personalized as such as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis.

Teacher's manage classroom to facilitate the intellectual engagement of students. Teacher create an environment conducive to intellectual engagement when students perceives : (a) that there are opportunities for them to succeed, (b) that flexible avenue exist through which learning can occur, and (c) they are respected as learners because teachers convey the belief that students are capable of learning. When teacher purposefully manage classrooms so that these elements inspect optimally, students perceives that they are known and valued. Furthermore, opportunities for success, flexibility and respect generally are presents when teachers challenge their students at appropriate level provide academic support, use instructional techniques that convey excitement for the content and making learning relevant.

REFERENCES

- Auster, E.R., & Wylie, K.K.(2006). *Creating active learning in the classroom: A systematic approach. Journal of Management Education, 30(2), 333-354.*
- Bahman Yasbologhi Sharahi (2009). *A comparative study of learning outcomes of postgraduate students of India and Iran in relation to their teacher's management style, gender and attitude towards network technologies.*
- Whitman, Spendlove, and Clark (1984). *What is the relationship between teaching and learning? ASHE-ERIC Higher Education Report, 15(4), 1-7.*
- Wolfgang, C.H., & Glickman, C.D. (1986). *Solving discipline problems: Strategies for classroom teachers.*
- Wubbles, Theo (2009).*An international perspectives on classroom management: what should prospective teacher learn? Teaching Education,22(2), 113-131.*