Research Paper Management

Role of Teachers in Shaping Behaviour of Management Students in The Educational Institutions

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ABSTRACT

Behaviour management in today's world has become a very unique area of study and research. The study of behaviour is essential because of diverse nature of people, individual differences, assorted cultural background etc. In this respect the role of a teacher can be eminent. This paper focuses on the various roles which a teacher can play in management of students and influencing their behaviour. These roles can be personnel role, welfare role, administrative role and fire fighting role. The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession.

KEYWORDS Knowledge Management (KM), Behavioural Change, Class Management, Role of Teacher

Full Paper:

Earlier, the behaviour of the students was simple and predictable, but now it has taken a complicated and diversified shape which requires an in depth study to throw light on it. So, the Human Relations approach is now chosen as the only standard approach applicable in the management of students behaviour other than understanding students individually which is of greater importance in the present context. The understanding, analysis and shaping behaviour of the students today will help in producing responsible citizens tomorrow. The study of behaviour is essential because of diverse nature of people, individual differences, assorted cultural background etc. Behaviour can be changed as a result of motivation, changed environment around, individual perceptions, technological development, social environment, et al.

In this respect the role of a teacher can be eminent. Various roles which a teacher can play in management of students and influencing their behaviour can be personnel role, welfare role, administrative role and fire fighting role. The role of a teacher in society is both significant and valuable. During the early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats.

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. He should know the art of teaching with a deep insight into child psychology. He should not lose his self-control on mistakes of his students, instead he should respect their feelings and ego, and should try to understand and resolve their difficulties with grace while keeping his cool. While highlighting the role of a teacher in the society, it is imperative to involve the role of parents, too, in the process of character building of the students. In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life has depleted all time and energy from the parents, leaving behind little time and energy to monitor their children.

One way of giving positive reinforcement in behavior modification is in providing compliments, approval, encouragement, and affirmation; a ratio of five compliments for every one complaint is generally seen as being effective in altering behavior in a desired manner.

Personnel role-

The teacher can play a personnel role to help students cope with the changing demands of environment. The role of a personnel manager is ever expanding and is strengthened by great interest shown on personal front so as to bring a radical change in the society. So is the role of a teacher in relation to his students. The talent of the students can be guided and directed in right direction by proper and timely advice. 'Advice' in literary terms means an intellectual approach of guiding which should not be wasted on such talents which are already goal focussed but on the exceptions who are still a radar-less ship . The effective management of the students is possible only through a one-to-one analysis which is not possible in a crowded class. Here, comes the use of descriptive research and assessing the trivial few which will give a generalised view on the entire class.

After the teacher can find the problem, then a proper assessment of the problem is essential. An approach which is not only advisory in nature but also friendly and guiding, the students should feel free to approach with their grievances, problems, etc. The building of trust in the relation is the utmost important thing. The presence of which will attract the students to come to this source of help.

Welfare role-

The trust building and increasing the students' level of confidence so as to give birth to a welfare role in a teacher is also an effective act. The students should feel a sense of empathy in the attitude of the teacher; this will evoke their inner self to approach the teacher in case they need his help. Despite the personal commitments of the teacher, he or she should be at the service when the need arise. By such behaviour of the teacher, the student gets a hope, motivation and trust that his or her problem will be resolved. The bringing in of positive attitude is also an important thing.

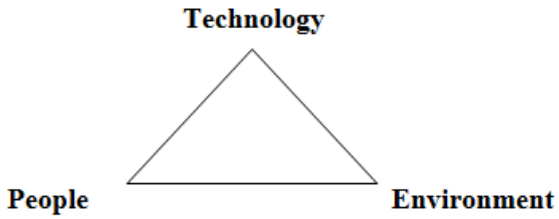

Figure 1: Behavioural Triangle

The above mentioned three factors have a notable impact on changing the behaviour and attitude of students. In the three vertices, we have technology, people and environment which are interrelated and contribute to the development, formation and modification of students behaviour.

The recent technological advancements have paved way in a positive direction but the enlightened path should be chosen correctly so that the demerits attached with the advanced technology remains harmless to the society.

The people factor includes the teacher, the students and the supporting staff all of them should have interrelation among themselves so as to produce responsible, well behaved citizens for the society.

The environment is a dynamic factor which is a very strong influential factor in behaviour modification and shaping it in a positive way

The problem for most new teachers when they attempt to create the structure is usually not in the setting of the regulations, but rather their promotion and enforcement. If a teacher is inconsistent in rule enforcement, students may believe that the rewards for misbehaviour are greater than those for appropriate behaviour. Punishment alone does not teach them lessons. Controlling simply by intimidation generates the "four R's" of reaction to nasty discipline:

- Retreat
- Resentment
- Rebellion and
- Revenge.

Rude teachers create the behavior they complain about. So if a teacher thinks rebuking will modify the behaviour of the student then this old saying should be remembered "If we could read the secret history of those we would like to punish, we would find in each life enough grief and suffering to make us stop wishing anything more on them." Many of the students have had rotten childhood and inadequate behavioural training at home. So a teacher may often need to teach social behavior and not just academics. Many punitive teachers try to defend their ways and tell that "If you're not the hammer, you're the anvil." Then it should always be remembered that the hammer wears out long before the anvil.

According to Evertson and Weinstein, classroom management has two distinct purposes: "It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth". The authors identified five specific tasks that shows classroom management as a multi-faceted activity:

- Develop caring, supportive relationships with and among students;
- Organize and implement instruction in ways that optimize students' access to learning;
- Use group management methods that encourage student engagement with academic tasks;
- Promote the development of student social skills and self-regulation; and
- Use appropriate interventions to assist students who have behaviour problems.

Teachers concerned with classroom management typically need help in two issues: preventing discipline problems and dealing with current discipline problems. To address these concerns researchers have established several systems. One such system is called Positive Behaviour Support (PBS) (Crone & Horner, 2003; Crone, Horner, & Hawken, 2004) and the other is Social and Emotional Learning (SEL), which reflects the work of Weissberg and his colleagues (Weissberg, Kumpfer, & Seligman, 2003). PBS programs typically involve a school-wide structure of support for teachers that adopt evidence-based programs and small group and individualized programs for more serious student discipline. PBS is typically a set up as a multi-level model of intervention. These models can also be applied on the higher educational institutes also.

As an example of a system of positive behavior support, a multi tiered model might look something like the following:
At the university level, colleges establish expectations for behavior; students, staff, and other stakeholders are communicated these expectations to ensure that they are understood; colleges operationalize positive behaviours and teach them to students; teachers have pro-social contacts with students; teachers receive formal training in behavior management; the college establishes a class-wise leadership team; and the college implements a systematic system of recording the student behavior to facilitate decision-making regarding students behaviour. The implementation of the semester system has further facilitated the evaluation criteria.

At the secondary level of intervention, an evidence-based program such as First Steps to Success (Walker, Stiller, Bolly, Kavanagh, Steverson, & Feil, 1997) can be implemented with groups of students in need of this level of support. At the tertiary level, colleges can establish the individualized programs for some students based on an analysis of what function the problematic behavior may be serving for the student.

Classroom-management promotes an orderly learning environment for students. They enhance students' academic skills and competencies, as well as their social and emotional development. Effective classroom-management systems work best when three basic principles are embedded (Brophy, pp. 39-40):

- Emphasize student expectations for behavior and learning rather than focusing only on problematic behavior and discipline problems;
- Support the learning environment by promoting active learning and student involvement and not just compliance with rules;
- Identify to your students the behaviours that are an integral part of the instructional agenda, more specifically:

a. what behaviours are required for goals of the learning activities to be reached;
b. what does a particular learning activity imply about student roles, and
c. how will the teacher prepare students to enact these roles successfully.

Many of the most effective classroom management procedures, especially those targeting the most disruptive student behaviours, involve behavior modification and applied behavior analysis. Research has repeatedly shown these procedures to be effective across all ages and all grades. The procedures typically involve the use of positive reinforcement, negative reinforcement and time out interventions.

Classroom management system may cause problematic consequences when administered incorrectly. Mistakes made in classroom management (e.g., reinforcing disruptive behavior by attending only to the inappropriate behavior and not appropriate behavior) can lead to loss of respect and coopera-

tion on the part of students, increased misbehaviour and students' perception that the teacher is inefficient. When applied correctly, effective classroom management principles can work across all subject areas and all developmental levels (Brophy, 2006). They can be expected to promote students' self-regulation, reduce the incidence of misbehaviour and increase student productivity.

Administrative role- Apart from being a personnel manager and a welfare manager, a teacher also plays the administrative role - attaining the records of internal assessment, projects, attendance register, preparing progress reports etc. The clerical role is a supporting role. When a person gets in the class, the students may not treat him as a teacher unless they find a long exercise book called attendance register. Thus, the register gives them the feel of being a teacher. The records which a teacher maintains are further used for assessing, evaluating and monitoring the overall performance of the students at the year end.

Fire fighting role- This is an inevitable role that a teacher plays. Earlier, the tradition of getting admitted in a college was just an aspiration to get high salaried job but now the hope is much more than that. The emphasis is now on knowledge gaining, its implementation practically before joining the practical field because survival becomes the question in this stage. As the maxim goes, "survival of the fittest"; it means the traditional look is overcome by a modern outlook of knowledge management.

Knowledge management (KM) comprises a range of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. It typically focus on organizational objectives such as improved performance, competitive advantage, innovation, the sharing of lessons learned, integration and continuous improvement of the organization.

In colleges, the teacher plays the role of a knowledge manager and tries to impart as much as possible new ideas, techniques, and ways so as to cope with the dynamic environment. The behaviour modification is not an instant act, but a gradual process. The efforts of both the sides should be constantly identical else the goal cannot be achieved.

Conclusion:

A teacher can play any role, take up any approach but the ultimate strategy should be an goal directed, motivated behavioural change to produce a responsible citizen to the nation which will benefit his society, reference group and all other stakeholders in relation to him

Behavior modification is critiqued in person-centered psychotherapeutic approaches such as Rogerian Counselling and Re-evaluation Counselling, which involve «connecting with the human qualities of the person to promote healing», while behaviour is «denigrating to the human spirit». B.F. Skinner argues in Beyond Freedom and Dignity that unrestricted reinforcement is what led to the "feeling of freedom", thus removal of aversive events allows people to "feel freer". Further criticism extends to the presumption that behavior increases only when it is reinforced. This premise is at odds with research conducted by Albert Bandura at Stanford University. His findings indicate that violent behaviour is imitated, without being reinforced.

The role of a teacher in the behavioral change of student is very important. So, a teacher should be a person reflex in his actions, prompt in decision making and dynamic in approach. As these characters, will help him to justify the role of a teacher in effective class management in this dynamic environment.

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