

UTILISATION OF TEACHING SKILLS IN MANAGING THE BEHAVIOR OF STUDENTS

ABSTRACT

Classroom management is a process that allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing disruption from slowing the learning process. A wide range of classroom management techniques are used by teachers, ranging from hands-off classroom management focused on cooperation to direction of the class to ensure students aren't disruptive to their peers. Since classroom management keeps classes on track and prevents disruptions from slowing down the learning process, it's one of the most fundamental aspects of high quality education. Classroom management and management of student conduct are skills that teachers acquire and hone over time. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require, consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. *The objective of this study was to investigate the differential effectiveness of teaching methods on student's academic performance.*

KEYWORDS: Academic Performance, Classroom Management, Education, Teaching Skills.

INTRODUCTION

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

REVIEW OF LITERATURE:

According to the study by Gans (1987) teacher willingness to teach students with disabilities was consistent with their support for mainstreaming appeared to be related with the severity of the disability and also linked to the amount of additional responsibility a teacher was required to shoulder. The study indicated that teacher's willingness to teach students with disabilities was more likely to be influenced by procedural classroom concerns than by emotional or affective responses to working with students with disabilities.

Soodak, Podell and Lehman (1988) conducted a study on elementary middle and high school general education teachers concerning their affective responses to inclusion. The findings of this study indicated that the affective responses were related to the teacher attributes, student disability categories and school based conditions. Teachers who possessed low teaching efficacy, who lacked experience in teaching or who had low use of differentiated teaching practices and teacher collaboration were found to be less favorable towards inclusive education. J. Ward and Y. Center (1998) in their study designed to examine the effectiveness of integrating intellectually disabled

students in regular classrooms studied those factors associated with child, classroom and school which may relate to the success or failure of the placements of these students. The study examined twelve primary age but intellectually disabled children (moderate/mild) by means of a naturalistic approach, involving a wide range of instruments and observational techniques. The 125 study found that the success of placement was not much associated with age or severity of disability, but was rather related to appropriateness of resources support, teacher's instructional style and total school commitment to integration.

Theories of teaching and learning have long emphasized the important role teachers play in supporting students' development in areas beyond their core academic skill. For example, in their conceptualization of high-quality teaching, Pianta and Hamre (2009) describe a set of emotional supports and organizational techniques that are equally important to learners as teachers' instructional methods. They posit that, by providing "emotional support and a predictable, consistent, and safe environment" (p. 113), teachers can help students become more self-reliant, motivated to learn, and willing to take risks. Further, by modeling strong organizational and management structures, teachers can help build students' own ability to self-regulate. Content-specific views of teaching also highlight the importance of teacher behaviors that develop students' attitudes and behaviors in ways that may not directly impact test scores. In mathematics, researchers and professional organizations have advocated for teaching practices that emphasize critical thinking and problem solving around authentic tasks (Lampert, 2001; National Council of Teachers of Mathematics [NCTM], 1989, 2014). Others have pointed to teachers' important role of developing students' self-efficacy and decreasing their anxiety in math (Bandura et al., 1996; Usher & Pajares, 2008; Wigfield & Meece, 1988).

Alan Bain, Sally Dolbel (1990) who conducted a study on Regular and Special Education Principals' perceptions in Australia on an Integration program for students who are intellectually handicapped found that most Principals were favourable towards inclusion. The study covered thirty special education and thirty regular education principals and the results indicated that both regular and special principals held positive attitudes about the type and amount of integration occurring in their programs and the level of co-operation amongst the special and regular education personnel involved. The study found no statistically significant differences between either the special and regular education principals, nor-rural and urban principals regarding levels of cooperation.

York et al (1992) conducted a survey about general and special teachers working in integrated middle school settings and studied various aspects of educating middle school students with severe disabilities in inclusive classrooms. Both general and special teachers indicated positive outcome included getting to know new colleagues, and being better able to meet the needs of their students without disabilities who were experiencing difficulty in school. They also reported that a high level of communication between general and special teachers was an important contributor towards successful inclusion.

SKILLS OF TEACHER:

1. Discipline Skills:

Discipline is an important skill that you should possess a teacher so as to be labeled as effective. A vital component of effective classroom management, your discipline ensures that positive behavior is encouraged inside classrooms. Unlike common belief, discipline is not about punishing students. Rather, it is a way to manage and guide students. Discipline is directly affected by the kind of relationship you have with your students. The most important discipline skills you can have includes being respectful, responding to students, and reciprocating their interest. A teacher should be skilled in setting an effective routine with the right amount of flexibility.

2. Classroom Management Skills

As a teacher, by ensuring good behavior of students, the battle is half won. But to be an effective teacher, you should also be able to help students develop study and work habits. Good classroom management skills start with setting certain ground rules to stress the importance of classroom dignity. Teachers should exercise patience along with a

deep sense of care and kindness towards their wards. You as an empathetic teacher will win over the hearts of your students by demonstrating sensitivity, especially during student rifts. Better student-teacher relationships emerge when you demonstrate a willingness to lend an ear to the problems faced by your students. It is important for teachers to establish a good rapport with students so that a positive, productive and safe learning environment is created in classrooms.

3. Observation Skills

It is the prime responsibility of teachers to have a thorough understanding about the cognitive, emotional and social development of students. Since a classroom is filled with students coming from different parental backgrounds, it makes sense to a teacher to be aware of the learning capabilities of different students. Here, observation is the key skill that every teacher should possess to become an effective tutor. A class can be a mix of slow learners and intelligent students. This is a challenge that teachers face day in and day out when they need to adopt specific teaching patterns so that no student is left behind. Understanding the innate abilities of each student helps you to match your teaching pace. Remember, given the variety of students in your classroom, “One size does not fit all”. You should adjust your teaching pace taking into consideration the overall IQ level of your class to ensure that every student benefits from your classroom lecture.

4. Student Engagement Skills

Day in and day out, every teacher handles a bunch of students with different mentalities towards learning. While some students demonstrate a keen interest in learning, others are distracted at the smallest provocation. Hence for you to be called an effective teacher, you should develop student engagement skills so that you can motivate your students. You can make the educational content interesting for students by using different strategies such as the use of visuals and impressive feats and facts. Developing a strong rapport with students is one of the best ways to ensure your students are engaged in the class. Show genuine interest in them and their interests. Be receptive to their queries and ideas. Take that extra effort to understand their lives and problems better. Student engagement skills come naturally to some teachers, but others can develop them with practice. If you do it well, you become a “go to” source for the emotional or educational support that every student longs for.

5. Strong Communication Skills with Students and Parents

Being a teacher, you are always putting your communication skills to test, every single day. Hence it is very important for a teacher to possess effective communication skills. Your oratory skills coupled with a strong understanding of the subject matter will attract the attention of your students, paving the way for a high level of concentration towards the topic you are discussing. Your preparedness comes to the fore when you are in a position to clarify the doubts of students so that you can make the subject material interesting to them. An effective teacher is also expected to communicate with the parents of their wards. When you begin to constantly interact with parents, you will be able to bridge the gap between what is happening in school to what is expected from a particular student.

6. Teaching Skills

Tagged as a noble profession that can change the lives of students for the better, every effective teacher requires good inter-personal skills along with effective speaking and strong presentation skills. Teaching skills include all of these and more... such as great organizational skills. Teachers should be well-prepared

for their lectures ensuring that they carry all the material that aids in teaching, to the class. You should have a penchant for working in groups. Along with motivational skills that will keep the fire burning in the bellies of students, an effective teacher should rank high on empathy and rapport-building strategies. Giving timely feedback about the behavior and performance of your wards are also part of effective teaching skills.

7. Subject Matter Expertise

Every teacher comes with a specific specialization. Putting in years of teaching experience, effective teachers stand in line with the changes to the curriculum of their favorite subject. Keeping themselves abreast with the new topics that are added to the course, effective teachers will ensure that their students receive the best education from them. When teachers demonstrate a high-level of subject matter expertise, students will be encouraged to pose questions with a belief that they will be clarified then and there. This overall knowledge about the subject you have chosen to teach will thus pave the way for interesting classroom sessions.

8. Time Management Skills

It is easy to get carried away by so many different aspects of teaching. But you only have limited classroom time. Alongside ensuring that the curriculum is completed within the pre-defined time frame, you should also attach importance to the time taken by students to complete their assignments. You should follow a strategy to organize your working day around educational and non-teaching priorities. An effective teacher, with an intention to offer repetitive practice to students, should strategically plan homework tasks. You can ensure the best use of classroom time by framing and structuring assignments which will help students sit for studies while at home. Effective time management skills are vital for providing quality education to students while also meeting the specific learning needs of each student.

9. Clear Planning Skills

You should be able to clearly plan what the objective for each class is. Planning ahead of time allows you as a teacher to be more confident about what you are going to teach each time you are in a class. There can be holidays and unexpected events which need to be taken into consideration while planning. Also, have measures for students who are absent at times to help them catch up with the rest of the class.

10. Passion & Positivity

While not exactly a skill, being passionate about teaching is a pre-requisite to be an effective teacher. When you are passionate, you can learn from experience and there would be a constant search for methods to improve yourself as a teacher. Maintaining a positive attitude is also very important, as you are a role model for your students. Your attitude towards each student will reflect in the way they behave and grow. So, maintain a positive attitude towards each of your students and avoid negative elements in the classroom.

11. Be a Team Player

Students would love to have teachers who are friendly and understands them. Rather than forcing students to learn by disciplining, working with your students as a team would help them have fun while learning. It creates a positive atmosphere in your classroom, helping students to associate learning with fun activities. If you are a team player, it helps students to bond not just with you, but also amongst themselves.

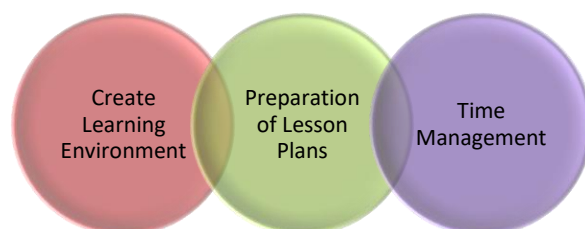
12. Patience

Managing a classroom full of students is not the easiest of jobs. There are going to be few students who would test your patience. But, if you lose your nerves during such testing times, it can produce only negative outcomes. By being patient and working with troublesome students individually, you would be able to improve your classroom atmosphere effectively. A great teacher is one a student remembers and cherishes forever. Teachers have long lasting impacts of the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have:

1. **An Engaging Personality and Teaching Style**
A great teacher is very engaging and holds the attention of students in all discussions.
2. **Clear Objectives for Lessons**
A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.
3. **Effective Discipline Skills**
A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.
4. **Good Classroom Management Skills**
A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.
5. **Good Communication with Parents**
A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.
6. **High Expectations**
A great teacher has high expectations of their students and encourages everyone to always work at their best level.
7. **Knowledge of Curriculum and Standards**
A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.
8. **Knowledge of Subject Matter**
This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.
9. **Passion for Children and Teaching**
A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.
10. **Strong Rapport with Students**
A great teacher develops a strong rapport with students and establishes trusting relationships.

TEACHING SKILLS

There are a number of teaching skills that all educators should have. While some teaching skills may vary from teacher to teacher, there are still a few personal skills that are important for all teachers to possess. In addition to being knowledgeable in your area of expertise and having the ability to plan and execute lesson plans, successful teachers also need to possess a few "Extra" personal skills. These specialized teaching skills will not only help you be an effective teacher, but a successful one as well. If you don't already have the following essential skills, then there is still time to foster them.



1. The first, and perhaps most important, effective teaching skill is to **create an environment** in which learning is encouraged, and students are comfortable in exploring knowledge. By being approachable yet professional, an instructor who is aware of and open to the diverse needs of all students can create an atmosphere that is learner-friendly.

2. Second, how the teacher delivers the **lesson plan** is an important skill. A teacher should be excited about the material being taught, and varied in the types of classroom activities presented to students. Different students will have different learning styles, and a skilled teacher will incorporate multiple intelligences into units.
3. A third vital teaching method of skill involves **time management**. A good instructor will utilize class time and available resources to cover the required material. If the teacher is unprepared, the students will not learn. The teacher must also be able to breakdown material into smaller chunks if necessary, scaffold learning, and be aware of an appropriate level of homework.

EDUCATIONAL IMPLICATIONS:

- Emotional intelligence is a learned trait which can be cultivated through practice and training. Providing opportunities for leadership training, to undergo stress management technique programme, and exposed to the learning of appropriate coping strategies will enhance the emotional intelligence.
- Providing various techniques to explore the internal thoughts and make self reflection will facilitate self awareness, to read the emotion in oneself and others, and monitoring one's own and to regulate them profitably.
- Extending opportunities for simple yoga, meditation and breathing technique will enhance teachers' emotional intelligence.
- Orienting teachers for the personality development will support the teachers to increase their self esteem and self confidence
- Promising an ideal teacher pupils ratio will also contribute the teacher to read the emotions of the students to guide them to adopt better value system.
- Teachers' exposure to creative and problem solving technique will facilitate them to meet any challenging situation in their personal, professional and societal related spheres.
- Special teacher orientation programmes will be useful to give training to the teachers to catch all possible situations to inculcate values among students and adopt effective methods and strategies towards it
- All teachers should develop interest in fine arts and encourage students' participation in cultural programmes will be helpful in value inculcation. The morning assembly can include the guest speaker to address students about the importance of virtues for a peaceful and prosperous life.
- Teachers need to develop personal values such adhering to truth, exhibiting habits which are socially acceptable, simple living, acting without bias, avoiding aggressive language, being duty conscious, giving co-operation to fellow teachers and kind enough to help the poor and needy will encourage students to adopt such principles from their teacher.
- Teachers' personal development through their attainment of educational qualification, participation in the in-service programmes and his company of great people noted for their scholarship and good conduct will enrich students' values
- Teachers' love for his profession, subject and his students will encourage good character among students. He should adopt positive approach to life; possess sense of humour and sympathy and patriotism.

CONCLUSION:

Classroom management is a very complicated issue in the field of education. It resembles a surgery operation in heart clinic. It consists of diverse linguistic, communicative, and social aspects. Among these features are the lesson plan, the syllabus taught, the techniques used, and the methods of teaching as well as teaching supports. Classroom management is almost always influenced by institute regularities, student's background, and teacher's background, outside institute environment and education goals. Moreover, in recent years, lots of research studies have essentially focused on technology applications in the institutes of education. Technology equipment such as smart boards, smart phones, I pad, I tool, projectors and computers have become a part of classroom environment. Teachers' mental dispositions, character, emotions, belief systems, knowledge and wisdom influence students' learning of behaviour. Modification of behavior in a desirable way is conducive to one's personal development and contributes to the welfare of the global community and preparing the children to uphold human values are considered the purpose of education. Teachers need to enrich their emotional intelligence to enhance values among students and to mould their character through identification of their problems and resolve appropriate strategies to help students to become successful in life.

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