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ORIGINAL CONTRIBUTION

Role of a Teacher as a Manager & more than

Subtheme - Management based fields

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ABSTRACT

Teachers are responsible for maintaining a positive learning environment in the classroom. Teachers at all levels are also managers; they are expected to manage the most difficult and arguably the most demanding of professions – teaching. The styles of managing learning situations largely determine the effectiveness of teachers as managers. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems etc. This study investigates the competencies of secondary school teachers in classroom management and finds strength and weaknesses and the role of a teacher in this modern era.

KEY NOTES: positive learning environment, student interaction, styles of managing learning situations, more realistic approach, competencies of secondary school teachers

1. INTRODUCTION

Teachers are responsible for maintaining a positive learning environment in the classroom. Managing a classroom is not an easy task. A classroom that is out of control yields lower achievement for students and high burnout rates for teachers. Teachers must implement structure, develop positive student interaction and take immediate action when problems arise. Maintaining control from the beginning provides a foundation for effective classroom management.

Teachers are responsible for maintaining a positive learning environment in the classroom. A classroom that is out of control yields lower achievement for students and high burnout rates for teachers. Teachers must implement structure, develop positive student interaction and take immediate action when problems arise. Maintaining control from the beginning provides a foundation for effective classroom management. Teachers at all levels are also managers, they are expected to manage the most difficult and arguably the most

demanding of professions – teaching. The styles of managing learning situations largely determine the effectiveness of teachers as managers.

Argues that the recently established teaching and learning development units in universities should adopt a more realistic approach towards promoting high teaching standards, since teaching constitutes only one aspect of the teachers', lecturers' and trainers' daily activities as they go about managing learning situations and all that they entail. Draws parallels from the nature of managerial work and explores their implications for effective management of learning situation. Proper classroom management and discipline ensure the success of learning process. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems etc. In order to maintain the effective management in the classroom, teacher has to be

precise and clear in directions to the students, as well he communicates well.

Teacher and Manager-

The purpose of this study is to compare the hues tasks of a teacher with a manager. Modern educationists compare the role of a teacher with the manager of any organization. Even they quote that, “Teacher is a manager.” So, it is the perfect time to analyze the role of a teacher as a manager-

1. Self-Directed Manager-This paper presents a model dealing with the teacher as a manager of self-directed and interactive learning programs and discusses the value of this model for educators working within continuing and professional education contexts. It provides a framework for the planning, implementation and evaluation of learning programs which promote self-directed and interactive learning and comprises an outline of phases of learning programs and the roles of teachers (and learners) in these programs.

2. Manager of a Class--Proper classroom management and discipline ensure the success of learning process. Classroom management is the linchpin that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems. In order to maintain the effective management in the classroom, teacher has to be precise and clear in directions to the students, as well he communicates well.

3. Manager of Wisdom--Every good manager must also be a teacher—in both senses of the term. A teacher is someone who has expertise and knowledge, and a teacher is someone who knows how to instruct others. A manager must be good at her/his job, act professional, and possess technical competence. Formal authority must be preceded and accompanied by expertise.

4. Manager of Inspiration--Of course, “inspiration” is often dramatized in those cheesy teacher movies that are all the rage on channels

like Lifetime, and that sort of melodramatic inspiration is not what s/he is talking. Inspiration, for both teachers and managers basically boils down to becoming a motivator. They are inspirational when they can inspire her/his workers to really and truly want to work hard and excel at their jobs.

5. Manager of Abilities--Although “schooling” may stop after one finishes their university education, learning never stops. In fact, learning basically anything new is one of the most basic sources of human happiness. Our brains essentially crave learning in any capacity. While most jobs can be pretty tedious, good managers will encourage their workers to continue learning in whatever way they can. Good managers will present their employees with new challenges that stretch their learning abilities.

6. Manager of Goals — It seems that micro-managing has no place in effective management. Good managers understand that there are millions of ways to complete any given task. If an employee feels comfortable doing certain things her /his way, and the result is the same as if s/he had done it one’s way, then his/her ability to do things on his/her own should be applauded and not punished. If one can teach an employee to think on her/his own, then half your work is done.

7. Manager of Challenges-- Of course, teachers and managers do each have a whole set of unique challenges. But the comparison can be a constructive one. It helped all to understand that managing can be just as difficult—and just as rewarding—as teaching. Good luck!

8. Manager of Diverse Audience-Teachers have to be able to explain complex topics to diverse audiences, as no two students come to the classroom with exactly the same skills and experience. Managers have a similar responsibility. No two employees are exactly alike -- they often come to the job with different levels of experience, different ways of interacting with clients and customers, and a variety of professional development needs. Learning to read what employees need is not

much different from learning to read students. 12. One have to be cognizant of social cues, looks of confusion or comprehension, and s/he has to be able to ask the right questions in order to determine what has been mastered, what requires more explanation, and what opportunities exist for them to learn on their own.

9. Manager of Mentorship-It's critical that teachers -- and managers -- learn to be mentors. The school doesn't have "academic advisors." They have "mentors," who specialize not just in 13. what a person should study, but why they should study it. There's more to managing than simply saying, "Do this." The people who work for you want to understand why. That is how they grow, both professionally and personally, and in turn that is how you grow as a leader.

10. Manager of Tolerance --Both teachers and managers have to play the role of epitome of 14. tolerance. Teachers get feedback from students (say, on course evaluations) that her/his teaching style needs work. It's tempting to brush this off, especially when there are other evaluations that say s/he doing fine. But the opportunity exists to absorb that information for real growth. A manager has to understand that s/he will not please everyone, but s/he should still strive to do so. Take criticism as a fact of life. And further, take it as a sign that there is always something more that s/he can learn. Continually improve. 15. Grow. Expand your mind, your world, and your perceptions.

11. Manager of Seeking Good--"Good management," like "good teaching," can sound like catchphrases. But at the end of the day, both are collections of practices and processes that shape how humans interact and make progress. Staker's playbook breaks these practices and processes down. It offers actionable moves for any teacher looking to embolden his students to new heights.

Manager of an Organization-The teacher in a shared space of responsibility within an educational community and relationship with other social agents. The levels of responsibility of the teaching staff within the Organization of a Center, can locate it, in different organs or four structures: Organ of teacher preparation Organs of management Coordinating bodies Study and advisory bodies. Any manager also has to do the same.

Manager with Big Eyes - But two major institutions buck this trend: our schools and our bank. In both, newly minted young professionals are asked to take on management roles from the very start. And surpassing even the number of direct reports young bank officers oversee, teachers must manage upwards of 30 people the moment they set foot in school: their students.

Manager off our Realms-Both teacher and managers have to manage four realms of management: materials, events, time and people. These are grouped in order of management difficulty from easiest to most difficult. Regardless of grade level, teachers are faced with management tasks. How well the teacher deals with these tasks often determines how effective the teacher will be.

Manager of Leading Indicator-In many ways, this was a task in translation: students are not employees, and how schools define success and productivity can vary widely from corporations' goals. But teaching and management share the same task of shepherding diverse groups of humans to improve and succeed along leading indicators, like satisfaction and engagement, and lagging indicators, like productivity and academic outcomes. In the end, taken together, the pilots revealed seven discrete classroom moves that can help teachers leverage effective management to inspire and support their students.

Principles	Moves for teachers to create happier, higher performing classrooms
Empower the team and do not micromanage	<p>1. Teach mindsets. Develop the mindsets of agency, creativity, growth mindset, and passion for learning.</p> <p>2. Release control. Provide content and resources that students are free to access without your direct instruction. This control gives them ownership, develops their agency, and frees up your time.</p> <p>3. Encourage teaming. Foster peer-to-peer learning and dynamic, team-based collaboration.</p>
Be a good coach	<p>4. Give feedback. Create a culture of feedback so that students receive personal, frequent, and actionable feedback in the moment, in small groups, and in one-on-ones.</p> <p>5. Build relationships of trust. Show interest and concern in students as individuals and trust in their ability to drive their own learning, given the right structures are in place.</p>
Emphasize accountability	<p>6. Help students hold themselves accountable. Give them tools to set goals, track their progress, and follow through.</p> <p>7. Hold yourself accountable. Use reflection time, peers, student surveys, and self-assessments to make sure that you are on track personally.</p>

2. ACTIVITIES OF THE TEACHER/MANAGER

A manager is basically at the helm of any organization/institution. S/he has to take decisions, control the situation, be spontaneous and resourceful to change decisions for better functioning of the organization if situation so demands, etc. We all are familiar with managers of a company, of a school or a college, etc. Let us see how a teacher performs the role of a manager.

Teachers, like the executives in other organization, are expected to provide leadership to students and to coordinate a variety of activities as they and students work interdependently to accomplish academic and social goals of schooling. According to IGNOU material, the role of a teacher as a manager is concerned with all the three phases of teaching namely, pre-teaching, teaching and post-teaching. Now, it is the time to see teacher's role in different phases separately.

3.ROLE OF THE TEACHER IN THE PRE-TEACHING PHASE

Pre-teaching phase essentially comprises the activity of planning teaching-learning process. Planning is actually a simplification of a complex process. The following are the specific activities involved in the pre-teaching phase:

- i) Analysing the content.
- ii) Deciding on the portion of the content to be selected for instruction.

iii) Deciding on instructional objectives for the chosen content on the basis of the knowledge about:

- a) level of students
- b) their socio-cultural context
- c) Time available.

iv) Studying different learning experiences that are suitable for achieving the set objectives.

v) Deciding on the best alternative from a repertoire of learning experiences and deciding the best sequencing of these, to bring about pre-specified learning.

vi) Deciding the method of evaluating learning, (a written test, oral test, a performance test etc.) and the specific item of evaluation (question in case of oral and written tests, aspects to be observed and assessed in case of performance test).

The teacher is not participating in the instructional process. S/he is an outsider and a decision maker, and a designer of the way. The process of instruction has to be organized. In all these situations, the teacher's role is strictly speaking that of manager and not of an input although management is an important input in effective implementation of following situations:

4. ROLE OF THE TEACHER IN THE TEACHING PHASE

Now we have to see how a teacher plays the role of a manager during the instructional/teaching-learning process. Examine the following situations:

- i) Sensing that students are becoming bored,

a teacher decides to stop teaching.

ii) Realizing that a student has not understood a point fully, a teacher decides to simplify the explanation with more examples.

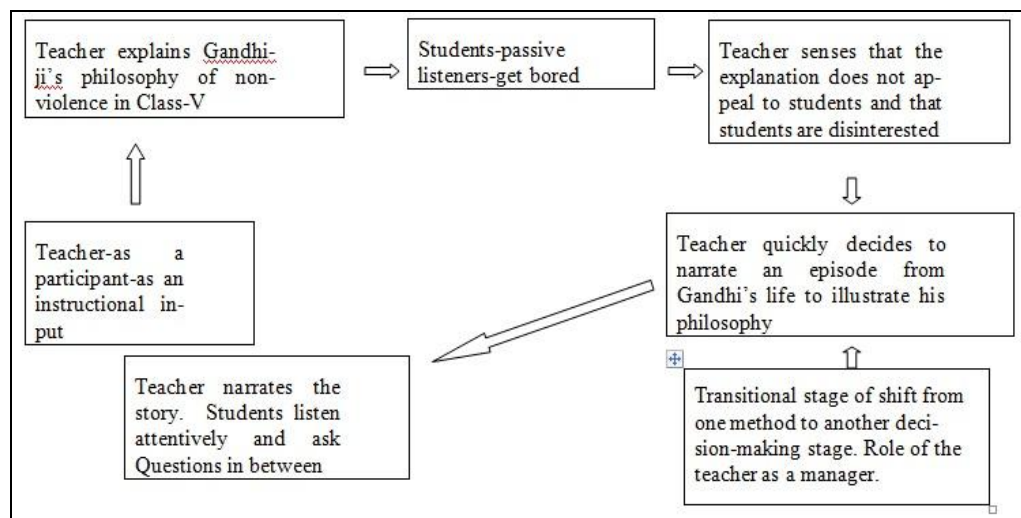
iii) In order to make a lesson more interesting, a teacher decides to narrate a related story.

iv) As students start making too much noise and could not be managed by a teacher,

S/he decides to let them go out and play.

iv) As the prepared plan does not prove effective to make students understand the point, a teacher decides to deviate from the plan and tries out another sequencing of learning experiences.

In all these situations, a teacher is part of the instructional system, but is not participating or is not an instructional input. S/he is, however, making quick decisions in between the process with the objective of being effective. In other words, in order to bring about meaningful learning, a teacher with her/his resourcefulness and spontaneity is deciding to change the mode of operation to suit to the needs of learners. In this situation, a teacher is functioning as a designer/manager/decision maker. In fact s/he is at a transitional stage or shifting from the role of a participant/as instructional input to a different mode as a decision maker. This shift can be shown as-



We all must be familiar with such comments that people make: "He can manage the class very well" or "students are well disciplined in his class". In such situations it is obvious that a teacher is effectively managing students with alternative solutions to problems as and when they emerge in the class. These alternative solutions depends on many factors like, age group of students, physical fitness of the group (if they are not interested in a class after a physically tiring PT period), general climate of the school (if annual day is approaching, or fun fair is due, and students are in a fun-making mode)

etc. An effective teacher would succeed in maintaining discipline and managing students well without losing his/her cool and at the same time the confidence of students. A lot of knowledge of the psychology of child/adolescent is required by teacher for being an effective manager in such situations. A teacher has to be empathetic, tactful, patient and tolerant.

5. ROLE OF THE TEACHER IN THE POST-TEACHING PHASE

Post-teaching phase is the one that involves teacher's activities such as analysing evaluation results to determine students'

learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period. Examine the following activities of a teacher:

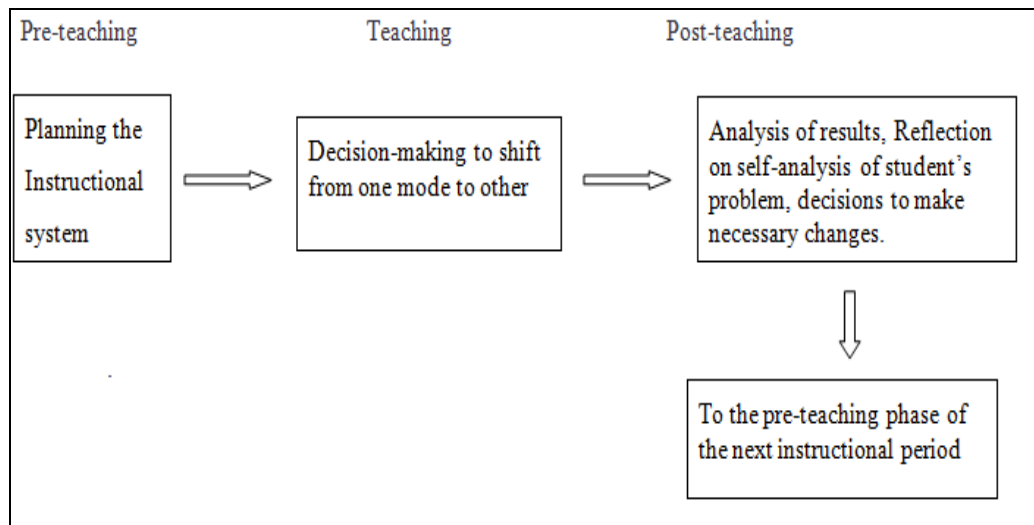
- i) Teacher analyses the written performance of students (of class HI) and realizes that 80% (Class III) have not been able to do single digit multiplication correctly.
- ii) Teacher goes through the plan of the lesson on multiplication and realizes that student's knowledge of addition was presumed, but not revised.

iii) Realizing that multiplication is based on thorough mastery of addition the teacher decides to start all over again with addition.

In these three situations, the teacher is a designer in the post-teaching phase-designer of the next instructional system.

We can summarize by saying that in the post-teaching phase, a teacher analyses results, reflects on self and modifies the teaching-learning process -all with purpose of being an effective as a teacher.

In order to see the roles of a teacher as a manager at different stages the flow diagram (Fig. 6.3) would help us:



6. CONCLUSION

To conclude, it is said that, there are other hundred activities of a teacher where the manager is not comparable. Teachers (especially teachers of younger students) come into the job with their authority already endowed. A teacher, after all, is an adult, and children must heed the instructions of adults, whether or not they like it. Of course, some managers do believe they come endowed automatically with

authority. S/he is not managing children; s/he is managing her/his peers. An effective manager understands that their authority must be earned once their employees respect them. S/he earns respect by doing her/his job well and respecting and appreciating others' unique talents, abilities, and opinions. In this e-era a teacher is not only a teacher s/he is also the role of manager, instructor, facilitator, and supervisor.

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