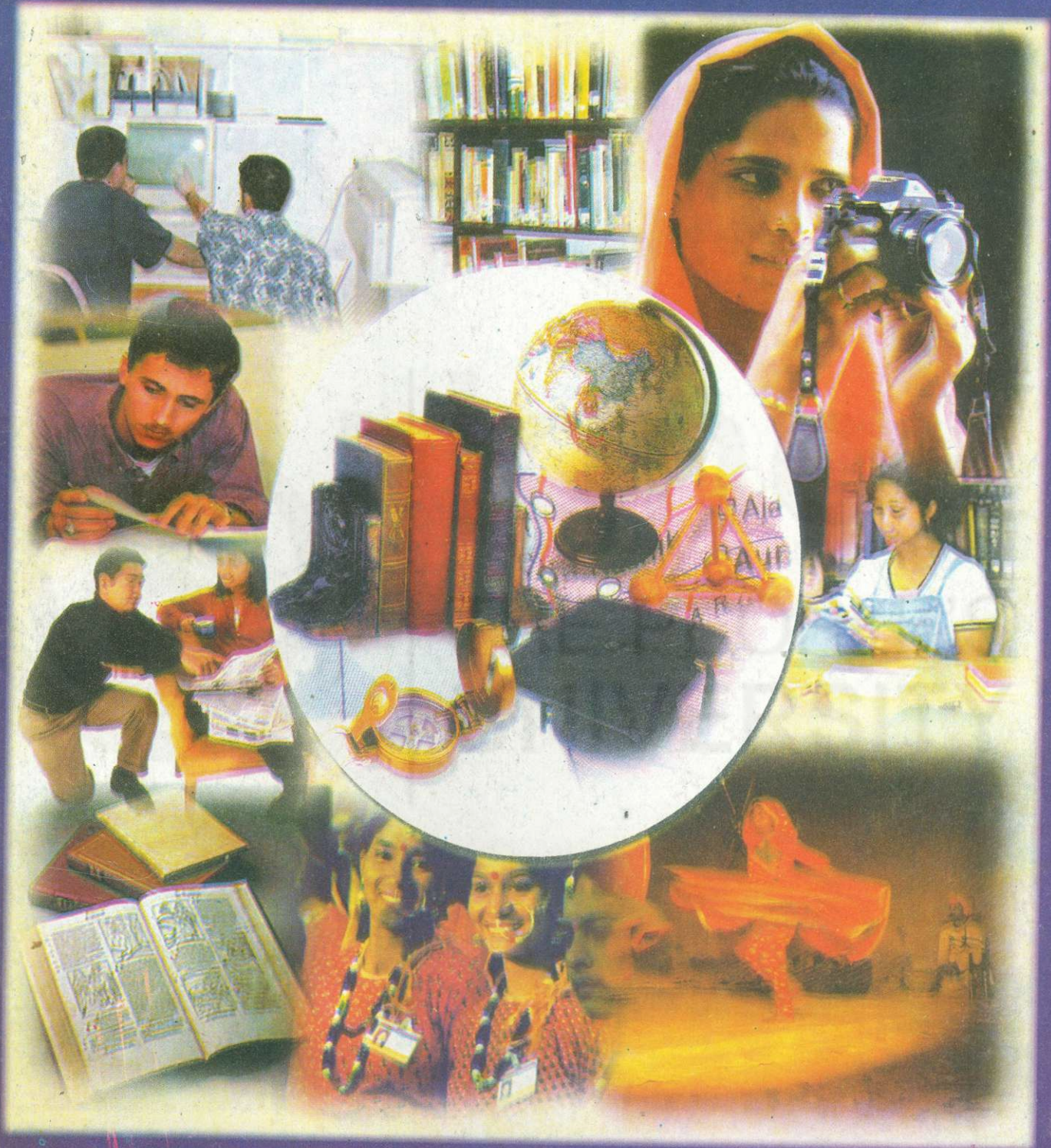




Indira Gandhi National Open University
School of Education

MES-103

Higher Education : The Psycho-social Context



Institutional Life and Culture:
Looking at Organizational
Structures, Issues and Perspectives

2

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi



Higher Education: The Psycho-social Context

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2

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MES-103 Higher Education:

The Psycho-social Context

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A psycho-social perspective**
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Block 2 Institutional Life and Culture: Looking at Organizational Structures, Issues and Perspectives

Block Introduction

This block deals with the social and psychological processes which influence **institutional and organisational behavior**. The emphasis is on acquainting you with concepts related to institutional structures, their management and their role in mediating classroom to specifically look at areas like learning environments, time management, motivation, stress management, communication and interpersonal relationships. The Units have been written in a manner intended to promote greater understanding in you and also equip you with a host of strategies and techniques which you can use in your own classrooms and colleges.

Unit 5 deals with a generalised understanding of the organisational structures in an institution. It highlights the importance of institutional leadership, structures of power, relationships and significant issues in constructing a facilitative ethos.

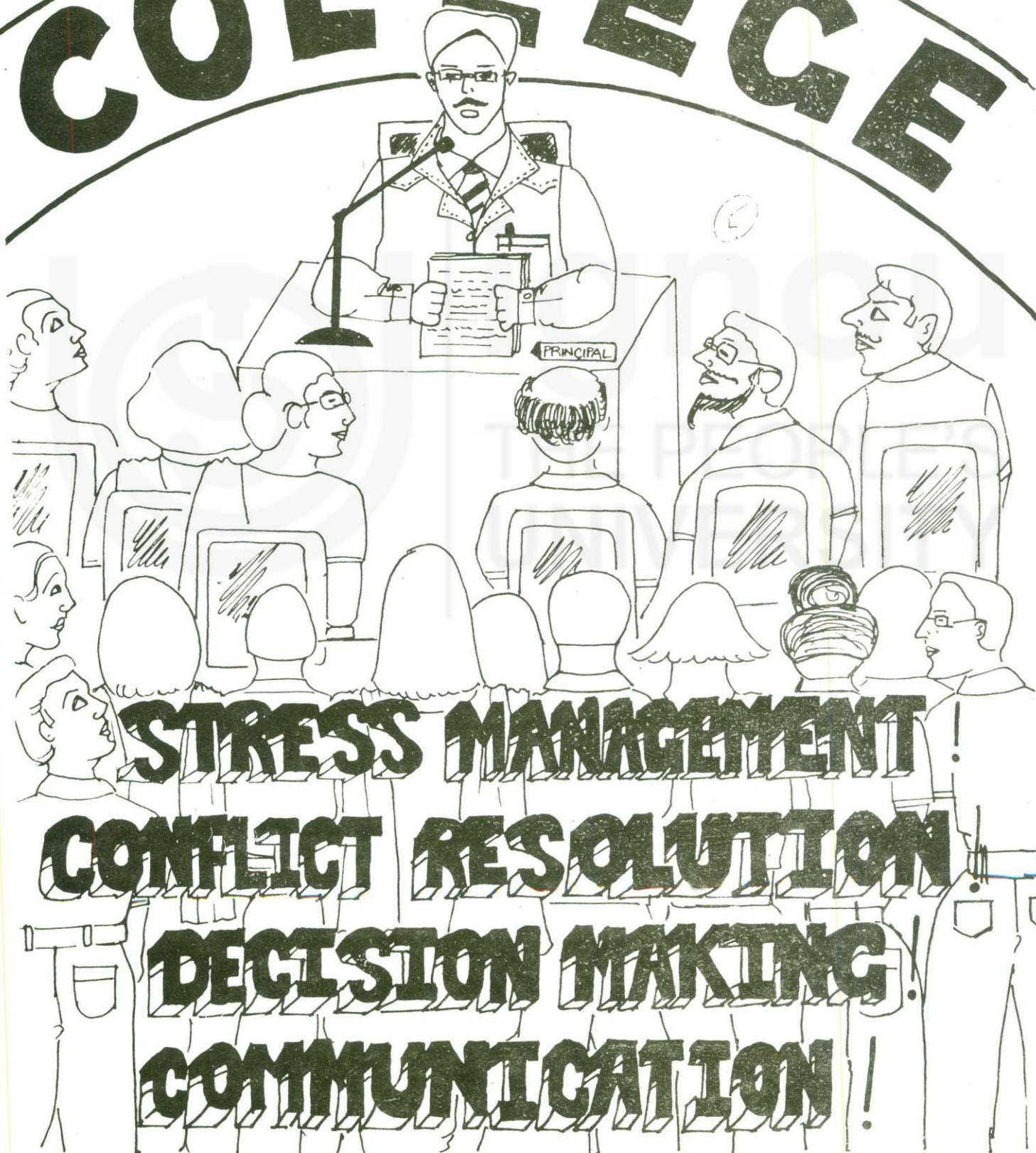
Unit 6 deals with the effective classroom and how it can be built up. A number of techniques and strategies are presented. In addition, time management and how teachers should go about it, has been emphasised.

Unit 7 deals with the areas of communication and interpersonal relationships. Here, the importance of the areas has been highlighted, their role in institutional life has been clearly articulated and strategies for effective communication and conducive interpersonal relationships have been elaborately discussed.

Unit 8 presents the concepts and issues related to motivation and stress management. The importance of motivation, the factors mediating it, and the various forms which it takes, have been discussed. The implications for classroom management have also been highlighted. Likewise, what stress means, what causes students' stress, how coping should be done and the various ways in which stress can be prevented or dealt with effectively are discussed.

**POWER ; STRUCTURES ;
AUTHORITY ; LEADERSHIP**

STYLE
COLLEGE



Understanding Institutions: A Psycho-social Perspective

Introduction

Colleges and universities provide necessary training for individuals wishing to enter professional careers. They also strive to develop students' creativity, insight, reflective and analytical skills and abilities. By acquainting students with complex ideas in an intellectually and psychologically stimulating environment, colleges and universities can provide unique opportunities for personal enrichment while also preparing students for future careers.

Diverse professions like engineering, teaching, law, medicine, and information science require college education. The development of new technologies and the globalization of the world economy have created a high demand for workers with computer, communications, and other occupational skills that can be acquired only at colleges or universities. For example, computers and other new technologies have eliminated many low-skilled jobs in a variety of fields, but these same technologies have created widespread job opportunities for those who have the proper training. In addition, employers increasingly seek out college graduates who have gained the critical thinking and problem-solving skills necessary to adapt to changing economic conditions. Therefore it is very important for the college teacher to be empowered with the necessary skills and knowledge needed by him/her not only to provide academic technical and/or professional training/skills to the students, but to also nurture life skills like effective communication, time management, stress management and relationship management, which facilitate **holistic development** in them. This unit focuses on **capacity building** of the teachers which in turn would enable them to be **effective role models** for the students. The college teacher is simultaneously a member of the larger institution which is the college or the university and a significant entity in his/her classroom. Both these roles have their challenges and requirements. Let us now try to, in the present unit, understand the social, psychological and organizational dimensions of the institutional life of the college teacher and his/her relationship with the college system.

Learning outcomes

After reading through this unit you will be able to

- understand the systems approach;
- differentiate between an open and closed system;

- develop skills in institutional evaluation;
- identify the coordinating mechanisms in institutions;
- differentiate between organizational culture and climate;
- know the concept of leadership and know when to use which style;
- differentiate between leadership versus management;
- know the attributes of an effective leader and appreciate the concepts of power and authority;
- develop a learning organization.

A systems approach to understanding institutions

Systems are used throughout the physical, behavioural and information sciences to help in defining and understanding phenomena. They refer to a set of components surrounded by a boundary which accept inputs from other systems and discharge outputs into others as well. An institutional system is typically concerned with problems of relationships, of structure and of interdependence. In a college system these take the form of classrooms, equipment, teachers, students, staff and the concomitant human elements like feelings, jealousies, prejudices, stereotypes, ambitions, rivalries, beliefs, wants, needs and politics.

The constituents of a system thus include:

- the idea of a system-environment;
- a definable boundary;
- system inputs;
- system outputs;
- system functions and processes;
- the state of the system;
- system hierarchies;
- goal-directed behaviour;
- information and information flows.

There are two types of systems, the **closed** system and the **open** system. Let us try to understand them with the help of an activity.

Activity 1

Read the statements given below carefully and categorise the characteristics into two groups; one depicting an open system and the other a closed system

1. is isolated from its environment and exists independently of it;
 2. is a system which interacts with its environment;
 3. nothing that goes on in the environment influences the behaviour of the system;
 4. receives new inputs constantly and is learning to cope;
 5. is self-sufficient; once set up all materials are re-cycled without loss of energy. It is a self-contained community;
 6. it imports and exports forms of energy and influences;
 7. stability is an important goal it seeks to achieve.
-

Scoring:

Statements 1, 3, 5 are characteristics of a closed system.

Statements 2, 4, 6, 7 are characteristics of an open system

Certain sciences deal with closed systems but in the social world, such a closed framework carries inherent problems. Without adaptation to external influences, a closed community reaches a point where self-containment becomes stifling and unhealthy. Colleges, not heeding changes in market forces, national curriculum, students' preferences, government policies and international trends will fall into the category of closed systems. They have been known to show a steady decline.

A college must strive to be an open system. It cannot shut itself off from its students, government, faculty, or competitors. An open system needs to be able to **cope with controllable and unexpected inputs** and deal with these in predictable and 'contingent' ways. Research has shown that institutions which fail to respond to current trends and other changes and fail to at least maintain their resource-base are liable to suffer from problems of **entropy** - losses of energy and a tendency to becoming disorganized.

Interaction with the environment is essential for the open, self-adaptive organization to renew itself. This environment has both internal and external components.

The internal components include:

- faculty and staff;
- classrooms, laboratories and facilities (the learning environment);
- current students;
- operating budget;
- various committees;
- research programs.

The external environment of the institution comprises of:

- prospective employers of graduates;
- parents and families of students;
- competing colleges;
- preparatory high schools;
- population demographics;
- funding agencies.

Let us now try to see how important each of these is through a larger analytical exercise.

The internal survey of weaknesses and strengths

Reflect and think for a moment: Do you observe any of the following signs and symptoms in your college / institution?

- low staff and faculty morale;
- poor building infrastructure;

sub-standard laboratory and workshop facilities;
scarce instructional resources;
institution receiving poor reviews from the community.

Administrators and teachers need to carry out an exercise like this to identify the institution's strengths and weaknesses. Internal audits help to reveal areas which require some changes. The potential and possibilities for new services and programmes may also emerge. Making a list of internal weaknesses could reveal areas that can be changed to improve the college, as well as throw light on other aspects that are beyond the institution's control.

'Potential strengths' of any organization could be numerous. We just need to identify, focus and highlight them. The list is endless and specific to each institution and situation. Some of the common ones may include:

- a reasonable tuition fee charged from students;
- strong and dedicated faculty with a high morale;
- good results in all spheres of activity;
- a strong reputation for providing the training required to get entry-level employment;
- diversity among the student populations.

A task like this is called a **'SWOT'** analysis. SWOT refers to **strengths, weaknesses, opportunities** and **threats**. It is useful for institutions to conduct it, since it brings to the forefront matters of strength and provides cues to the factors which preserve the morale and societal reputation of the institution and also identifies areas where rethinking and change need to be contemplated.

The assessment of strengths and weaknesses are also facilitated through surveys, focus groups, interviews with current and past students, and other knowledgeable sources. Once weaknesses and strengths are delineated, it would be appropriate to reconfirm these items. It should be recognized that different perceptions may exist depending on the representative group consulted and care and caution must thus be used to ensure adequacy of representation.

External survey of threats and opportunities

As has already been mentioned, all the institutions are embedded in society which in turn influences them. Changes in society have a direct bearing on the institution. We thus need to focus our attention on the external threats and opportunities which exist. We must understand that the external look is complementary to the internal self-study. National and regional influences as well state and local concerns are of paramount importance when deciding what new programmes need to be added, or which existing ones need to be modified, or removed. Information about the current educational climate, demographic changes, and employment and high school graduation rates are also important. A multitude of sources which need to be tapped include parents and community leaders, local newspapers, national news magazines, higher education journals, conferences, the local advisory councils, etc. Each of these is a potential source of highly valuable information on the threats and opportunities in the institutional system.

The threats in the system come in various forms, like increasingly restrictive budgets for education, an anticipated cut in state or U.G.C. funding, changes adopted by nearby universities, a decreasing number of high school graduates in the region and in a particular course or overcrowding in another unanticipated course. The opportunities usually emerge from changing demands and aspirations, from social change and from public vision.

It should be recognized that '**opportunities**' and '**threats**' are '**not absolute**'. What might at first seem to be an opportunity may not emerge as such, when considered against the resources of the institution or the expectations of society. The greatest challenge in the SWOT method could probably be to **make a correct judgement** that would benefit both the institution and the community.

Let us now in the next section focus on forces within the institution.

Institutional culture and organizational climate

There are two distinct forces that greatly influence any institution. These are its **culture** and **climate**. Understanding what they mean and symbolize is very important since in a sense they embody the **spirit** and **identity** of the institution. Let us now try to see what they mean.

Culture represents the **shared expectations** and **self-image** of the organization. It is a combination of the founders, past leadership, current leadership, crises, events and history of the institution. It refers to the **routines, rituals, and values** that create **tradition** or the 'way things are done'. Each organization has its own distinctive culture. The culture is the deeply rooted nature of the organization that is a result of long-held, formal and informal systems, rules, traditions, and customs. The **collective vision** and **common folklore** that define the institution are a reflection of its culture. Individual leaders cannot easily create or change culture because culture is a part of the identity of the organization.

The **climate**, on the other hand, is the **feel** of the **organization**, the individuals and the **shared perceptions** and **attitudes** which they hold. Climate is a short-term phenomenon created by the current leadership. This individual perception of the 'feel of the organization' comes from what the people believe, about the activities that occur in the organization. These activities influence both **individual** and **team motivation** and **satisfaction**. Such activities include answers to the following questions:

- How well does the leader clarify the priorities and goals of the organization?
- What is expected of him/her?
- What is the system of recognition, rewards, and punishments in the organization?
- How competent are the leaders?
- Are leaders free to make decision?
- What will happen if the leader makes a mistake?

Organizational climate is directly related to the leadership and management style of the leader. It is based on the values, attributes, skills, actions, as well as the priorities of the leader. Culture influences the characteristics of

the climate by its effect on the actions and thought processes of the leader. Climate represents the beliefs about the **feel of the organization** by its members. For example, the ethical climate is the 'feel of the organization' about the activities that have ethical content, or those aspects of the work environment that constitute ethical behavior. It is the feel about whether we do things right, or the feel of whether we behave the way we ought to behave. The behavior (character) of the leader is the most important factor that impacts on the climate.

Self-assessment

1. *Every institution be it a school or college has a distinct culture which has a tremendous influence on the life and learning in the institution. In order to know the features of your college culture, answer the following questions about its culture:*
 - i) *Does it encourage both new and experienced teachers to express their views in faculty meetings?*
 - ii) *Do experienced teachers offer active and willing support to new teachers?*
 - iii) *Do high-achieving students have to struggle against unsavoury peer attitudes?*
 - iv) *Do parents actively participate in college issues?*

How healthy is my college's culture?

A healthy culture is typically characterized by the following dimensions:

- collegiality
- experimentation
- high expectations
- trust and confidence
- tangible support
- reaching out to the knowledge base
- appreciation and recognition
- caring among members
- involvement in decision making
- protection of what is important
- traditions, and
- honest and open communication.

Whether an institution will in reality embody a healthy culture is in fact dependent on the person who leads the institution and his/her style of functioning. This leads us to the whole issue of leadership in terms of what it means, how it is implemented and why it is important on this.

Let us now focus the decision on this. We will begin with the concept of leadership.

Concept of leadership

Before we get started, let us try to define leadership. Reflect and answer the following questions:

1. What is leadership?
2. Name the person who, according to you, is an effective leader?
3. In deciding who was an effective leader, what did you observe as the person's attributes or what he/she does?
4. List the qualities and characteristic behaviours of this effective leader as observed by you in various settings?

This task was intended at enabling you to put your experience related to leadership together in order that you begin with both a conceptual and experiential base.

Leadership defined

According to the traditional definitions, leadership is **an interpersonal influence directed toward the achievement of a goal or goals**. Three important parts of this definition include the terms, **interpersonal, influence, and goal**.

- Interpersonal means between persons. Thus, a leader has more than one person or a group to lead.
- Influence is the power to affect others.
- Goal is the end one strives to attain.

In contemporary settings, leadership is defined as 'a dynamic relationship' based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change. Three important parts of this definition are the terms '**relationship**', '**mutual**', and '**collaborators**'. Here,

- Relationship is the connection between people.
- Mutual means shared, in common.
- Collaborators are those who cooperate or work together.

Leadership as distinct from management

In conceptualizing leadership, it is very important to understand how it differs from management. In any institutional system both management and leadership co-exist. Let us try to understand their relationship and their distinctiveness.

Management is the process of **setting** and **achieving** the **goals** of the **institution** through the functions **planning, organizing, directing** (or leading), and **controlling**. Management deals more with carrying out the institution's goals and maintaining equilibrium. For example, if a principal is appointed by the college he /she is given formal authority to direct the activity of others in fulfilling organizational goals. Thus, leading is a major part of his/her job. Besides this, they must also plan, organize, and control.

In contrast, **leadership** deals with the **interpersonal aspects** of a head's job, whereas **planning, organizing, and controlling** deal with the administrative aspects. Leadership deals with **change, inspiration, motivation, and influence**.

The key point in differentiating between leadership and management is the idea that employees, faculty members and students willingly follow leaders because they want to, not because they have to. Leaders may not possess the formal power to reward or sanction performance. However, subordinates

give the leader power by complying with what he or she requests. Leadership is thus a very significant psychological institution. Let us now focus on types of leaders and styles of leadership.

Styles of leadership

Leadership style is the manner and approach of **providing direction, implementing plans, and motivating people**. There are three different styles of leadership: **authoritarian** (autocratic), **participative** (democratic), and **laissez faire** (delegative or free reign).

Let us try to understand them.

Activity 2

Read the following statements carefully and tick the ones which characterize your style of leadership.

1. For you the task, is of paramount importance.
2. For you both the task and relationships are of paramount importance.
3. You are not unduly concerned about the task or relationships.
4. You are very strong on schedules.
5. You lead by setting a positive example.
6. You do not like to interference in the affairs of others.
7. You expect people to do what they are told without question or debate.
8. Your endeavor is to foster a team environment in which all team members can reach their highest potential, both as team members and as people.
9. You use the proverbial 'delegate and disappear' management style.
10. When something goes wrong, you tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it.
11. You encourage your team members to reach team goals as effectively as possible.
12. You allow the team members to do whatever they wish.
13. You are intolerant of what you see as dissent.
14. You work tirelessly to strengthen the bonds among the various members.
15. You prefer to detach yourself from the team.

Scoring

Statements 1, 4, 7, 10, 13 indicate an authoritarian (autocratic) style of leadership
Statements 2, 5, 8, 11, 14 indicate a participative (democratic) style of leadership
Statements 3, 6, 9, 12, 15 indicate a laissez faire (delegative or free reign) style of leadership

Let us now see what each of these terms specifically mean.

Authoritarian (autocratic)

This leader tells his/her subordinates what he/she wants done and how he/she wants it done, without getting the advice from them. In this case it is difficult for subordinates to contribute or develop. Some of the appropriate

conditions to use this style are, when you have all the information to solve the problem, you are short on time, and your team members are well motivated. Please note that the authoritarian style does not include yelling, using demeaning language, and leading by threats and abuse of power. This is an abusive, unprofessional style of leadership.

Participative (democratic)

This leader includes one or more team members in the decision making process in determining what to do and how to do it. However, the leader maintains the final decision making authority. This is normally used when you have some of the information, and your employees have some of it. This allows them to become part of the team and allows you to make a better decision. This style leads to the most productive teams and decisions. Please note that using this style is not a sign of weakness, it is a sign of strength.

Laissez faire ('delegative or free reign')

In this style, the leader allows the employees to make the decisions. However, he/she is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it.

The most desirable place for a leader to be at most times in any institution is **high on task** and **high on relationships**, which is the **democratic style**. However, do not entirely dismiss the other two. Certain situations might call for one of the other three to be used at times. For example, by adopting the laissez faire style, you allow your team members to gain self-reliance. You can be an authoritarian leader to instill a sense of discipline in an unmotivated worker. By carefully studying the situation and the forces affecting it, you will know at what points along the axis you need to be in in order to achieve the desired result.

Positive and negative leaders

Have you observed how you approach people, your students and co-workers? The differences in the way people approach others indicates whether the leader is a positive leader or a negative one. Let us try to understand this concept with the help of an activity.

Activity 3

Given below are two case vignettes. Read them carefully and answer the following questions.

Situation 1

Dr Ravi Gupta gives his faculty members' independence to do what they think is important for the college's betterment. He never fails to appreciate work done well. If any department makes a significant contribution due credit is given to the students and the faculty members. At the same time if his team members are not well versed in the concerned area, he educates them, does not criticise them. His students and faculty members are committed to their tasks and are high on motivation.

Situation 2

Dr Soni only emphasises upon the negatives of an individual. He is constantly criticising his staff members and students. Due to his attitude no one likes to take any initiative and are low in spirit. He acts in a domineering and superior way with people. He believes that people have an inherent dislike for work and will avoid it whenever possible, and the only way to get things done is through penalties, such loss of job, days off without pay, reprimands in front of others, etc. He feels his authority is increased by frightening everyone into higher levels of efficiency.

1. Which situation depicts a positive leader and which a negative one?
2. What is the difference between the two leaders?
3. Which leader are you able to identify with and why?
4. What are the attributes of the two leaders?

It must have been clear to you, that case 1 epitomizes a positive leader, and case 2, a negative one.

Attributes of an effective leader

Having understood the concept of positive and negative leaders, let us now try to identify the attributes of an effective leader.

The basis of good leadership is honourable character and selfless service to the organization. An effective leader concentrates on what he/ she is [be] (beliefs and character), what he/she knows (job, tasks, human nature), and what he/she does (implement, motivate, provide direction). To be a good leader, there are things that you must be, know, and do. Some of them are:

- be a professional; examples: be loyal to the organization, perform selfless service, and take personal responsibility.
- be a professional who possesses good character traits; examples: honesty, competence, candour, commitment, integrity, courage, straightforwardness, imagination.
- know the four factors of leadership - follower, leader, communication, situation.
- know yourself: your strengths and weakness, knowledge, and skills.
- know human nature: for example, human needs and emotions, and how people respond to stress.
- know your job; example: be proficient and be able to train others in their tasks.
- know your organization; examples: where to go for help, its climate and culture, who the unofficial leaders are.
- do provide direction; examples: goal setting, problem solving, decision making, planning.
- do implement; examples: communicating, coordinating, supervising, evaluating.
- do motivate; examples: develop morale and spirit in the organization, train, coach, counsel.

Need for leadership

Leadership is an important area today in institutions and particularly for teachers since they are expected to teach for understanding and not just well enough for students to pass a test. Teaching for understanding means helping students 'get the habits' of thinking mathematically, solving problems scientifically, reasoning, seeing artistically, reading critically, writing persuasively, and communicating clearly. We know that all students, not just a few, must acquire these habits, if they are to participate as adults in a knowledge-based economy and a self-governing society.

These new expectations mean that our colleges must change and that teachers must help change them, requiring new roles for teachers.

Today, the role of teachers includes the ability to:

- make clear to parents and others, as well as to students themselves, what every student needs to know and is able to do;
- communicate more with parents and families how they can help students reach higher academic standards;
- integrate technology into instruction;
- help improve assessments and use the results to improve teaching and learning;
- work with various partners—colleges, businesses, community groups, and volunteers;
- collaborate with other teachers;
- participate in teams and institutional -level decision making; and
- make ongoing learning part of their job.

Within a range of leadership roles, college teachers can contribute a distinct perspective and college education that is critical to improving the quality of teaching and the amount that students learn. Teachers have front-line knowledge of classroom issues and the culture of colleges, and they understand the support they need to do their jobs well.

Their contributions are critical to making education reforms efforts succeed. When teachers participate in improving education, the changes are more likely to work. Without their contributions, teachers often pretend to comply with the new expectations, but conduct business as usual, once the classroom door is closed.

Having studied about the institution, its climate, culture, and the concept and style of leadership and its impact on students and co-workers, you now need to know about the concept of power and authority and how they influence an institution. This section will highlight upon issues related to power and the bases of power, so that you are able to know what your powers in the college and institution, are.

Concept of power and authority

Everyone has power in one form or another and it is by exercising this power that organizations get things accomplished. For example in an institution, the Principal, Dean, Head of Department who are capable of achieving their

objectives independently of others are said to possess power and strength. When these 'strong persons' in turn involve and incorporate others into their plans and activities, they are making use of power. Involving faculty members in setting objectives and making decisions as it relates to their jobs empowers everyone, and results in greater job satisfaction and commitment, as well as increased efficiency.

The other related concept is that of **authority** which is derived from **position**. The concepts of power and authority are often the basis for personal motivation from two perspectives: the person wielding the power and the authority, and the person who acts in response to another person's manipulation of power and authority. A teacher's personal power could include job knowledge, personal influence, interpersonal skills, and ability to get results, empathetic ability, persuasive ability, and physical strength.

Colleges are largely social constructions within which power, relationships, attitudes, values and perceptions of decision-makers are key factors and influences. They are characterized to some extent by ownership, membership, control and language. Social power is manifested through the exertion and ability of faculty members, dean or head of the department and other stakeholders, as they generate and maintain their position and relationships. These matters are human and illustrate human frailty, skill, ability, learning capacity, opportunities and willingness to engage, control over passions and self-centeredness or altruism and virtue, ingenuity and disingenuousness.

Bases of power

This refers to what the power holder has that he /she uses to get others to do something they otherwise would not have done. When analysing events and influences, it is equally important to consider how people, over time construe their situation, differently. Largely, there are six sources of power:

- legitimate;
- coercive;
- reward;
- expert;
- referent; and
- information.

Let us engage in an activity to understand this further.

Activity 4

Read the situations given below carefully and indicate the bases of power in each situation.

1. Dr Ragini is a person of few words. She wants everyone to submit to whatever she says. If some teacher contradicts her viewpoint, he/she is dismissed. She always defines the rights, privileges and rules of behaviour for all faculty members.
2. Prof Radha has a dynamic and charming personality. She is always able to influence everyone around her with her charismatic personality and in-depth knowledge in various contemporary topics.

3. Dr Rajiv Arora wanted to change the syllabus keeping in mind the contemporary need of the time. So, in order to seek the consensus of all the lecturers and the principal he organized a staff meeting. There he presented his ideas and his views. Everyone was impressed by his expertise in the area and they agreed to look into the issue.
 4. Dharendra, a lecturer in philosophy agreed to do research work for the department of Archeology when he was told that he would not only get a raise, but also become the dean of that institution.
 5. Dr. Sanjana uses the classroom rules like who is allowed to enter the class, get positions of responsibility, etc., to control deviant students.
 6. Rajiv Sharma is the principal of his college. Everyone feels that he knows nothing about administration and is very theoretical in his approach. Yet all his colleagues have to follow his instructions.
-

The situations address the following bases of power.

Situation 1: **Coercive power** or the threat of sanctions. It is dependent on fear and includes, but is not limited to the ability to dismiss, assign undesirable work, or restriction of movement.

Situation 2: **Referent power** which refers to a person who has desirable resources or personal traits. It results in admiration and the desire to emulate.

Situation 3: **Expert power** that comes from expertise, skill, or knowledge.

Situation 4: **Reward Power** which results in people doing what is asked because they desire positive benefits or rewards. Rewards can be anything a person values (praise, raises, and promotions).

Situation 5: **Information power** which is based upon the persuasiveness or content of a communication and is independent of the influencing individual

Situation 6: **Legitimate power** which is a result of the position a person holds in the organizational hierarchy.

Delegation of power

Another issue which goes hand in glove with the concept of power, is its **delegation**. It involves reciprocal obligations and supportive behaviours on both sides.

In delegation of power, it should not be taken for granted or assumed that the task has been done as, over zealous delegation can result in job overload, stress and exploitation for the person doing the job. Good delegation is the ability to provide good content and structure to a job and let someone get on with a job without hindrance.

Institutions as learning organizations

For the growth and evolution of an institution in the right direction, it is important that it perceives itself as a learning organization. Let us try to know the concept and characteristics of a learning organization.

Learning organization is the phrase given to describe organizations dedicated to learn new things and using that knowledge to become more effective. Within these learning organizations, all **decisions** are based on the desire to learn and gain knowledge as well as to achieve short-term performance.

Characteristics of learning organizations

These organizations place a lot of emphasis on:

- How to develop and understand **why things work** and how they can be **refined**.
- There is an attitude of **continuous learning** that supports the workplace environment. Resources are invested in people to promote learning, training programs, analyze processes and evaluate outcomes.
- Leaders recognize the **need to develop people** at every level of the organization by promoting learning and continuous improvement.
- The **environment** is **positive** in nature. Such an environment also benefits the worker outside of the workplace in a personal way.
- A strategic focus is placed on **discovering new knowledge** and imitating the **best practices of others**.
- Leaders ensure that whatever new knowledge has been discovered is **used effectively**.
- Leaders understand that they have a vital role to play in **nurturing the right environment**.
- There is a **personal development flavour** in the manifesto of the organisation and an effort to integrate the needs of the individuals, with the needs of the organisation.

Learning climate

In a learning institution, the members of higher authorities encourage members to undertake projects and experiments in learning, learning from experience and continuous improvement, problem-solving and the cycle of doing, reflecting and thinking, so that **action learning** becomes the norm. In order to achieve this, they should take a lead in questioning themselves, see mistakes as learning opportunities, without generating a confrontation, a blame-culture, or a you are fired situation.

Trying new ideas and methods may not always work, but if tried as a **conscious experiment**, there are learning benefits. Continuous improvement should be emphasized, and doing better should be the target.

Self-development opportunities for all

A learning organisation gives its members access to resources and facilities for **self-development**. A culture of self-development offers support, guidance and feedback (two-way). Members are encouraged to manage their own learning and development. courses, workshops, seminars, self-learning materials, self-development forums and processes. Development groups, coaching/mentoring, counselling, time-off to study, opening doors for new experiences, projects, visits, encouragement of broad based education for life and not just task specific training are made available to all

With these clear tangible benefits in a learning organisation, it is important

Guidelines to promote a learning organization

Here are some guidelines to promote a learning organization:

1. **Demonstrate an appreciation for learning and flexibility** - Each activity should be examined to evaluate if it is still needed, or how it can be improved. Change is more acceptable to people who develop the confidence and pride in their capacity to learn new things. Encourage others to view their practices with flexibility and innovation.
2. **Shape learning opportunities from surprises and failures** - Most people tend to ignore or discount sudden information that doesn't fit their expectations or assumptions of how things work. Yet, some of the most impressive discoveries of humankind have come about by accident. Encourage others to use unexpected results to re-examine their assumptions and expectations. Endorse these opportunities as a way to learn something new and apply it.
3. **Promote and facilitate learning by individuals** - Organizations can only learn when individual members of that organization are learning. As a leader, cultivate a culture that honours and respects individual learning. This includes the strong cultural values of personal development and lifelong education. Programs that provide financial assistance for outside education promote this value and reward individual workers who support it.
4. **Encourage experimentation** - Small-scale experiments provide a chance to try out new ideas without the risk involved in major change. People are also less sceptical and more objective to try new approaches on a small scale rather than completely abandon traditional practices. Of course, how effective the experiment will be, depends on how well it is designed and executed.
5. **Acquire the 'best practices' of others** - Identify and adopt the best practices of successful organizations. This can be a useful source of innovation. However, be flexible enough to modify or evaluate the relevance of these practices for your particular organization. Don't simply be an imitator, but improve and invent new approaches from the best practices of others.

Types of decision making

Of critical importance to the health and effectiveness of any institution, is the structure and nature of decision making processes. The two possibilities in this regard are **centralization** and **decentralization**.

Centralization is the degree to which decision-making is **concentrated** in the hands of the top management. **Decentralization** is the extent to which decision-making authority is **pushed down the organization structure** and shared with many lower-level employees. Centralized organizations have more levels of management with narrow spans of control. Employees are not free to make decisions. Decentralized organizations have fewer levels of management with wide spans of control giving employees more freedom of action. All other things being equal, a wide span of control is more efficient because it requires fewer managers. However, it is important to recognize that, at some point, effectiveness may decline.

The current trend is towards broadening decentralization. As competition intensifies, the need for organizations to be responsive increases.

Summary

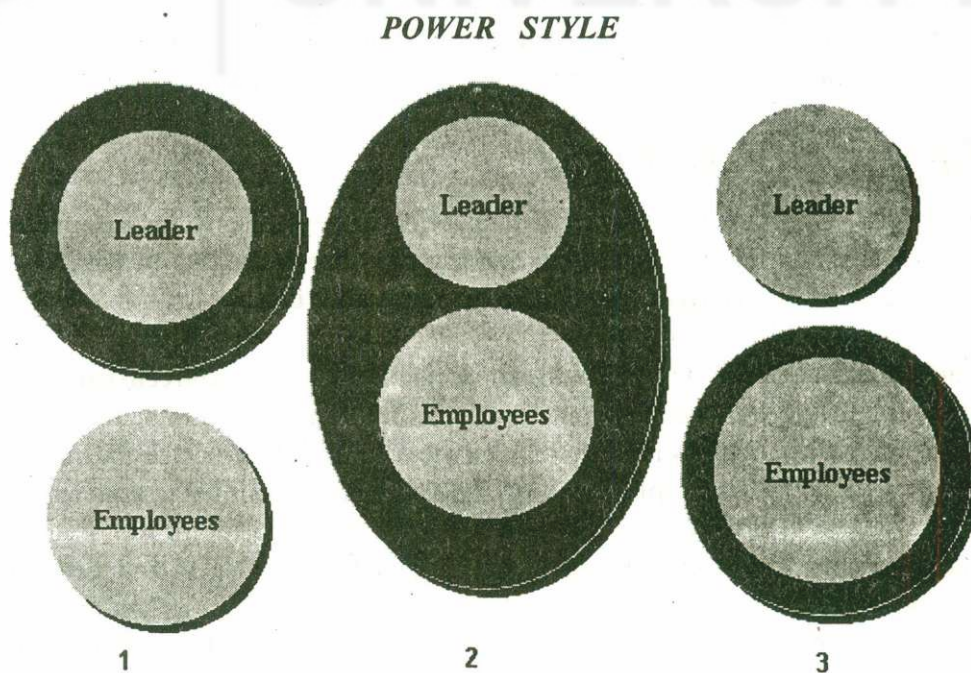
Any institution, be it a college or a university is an open-system which interacts with and adapts to forces and pressures emanating from its external environment. The external world may exhibit stable or turbulent influences to which the institution system must respond if it is to do what it sets out to do i.e. satisfy its mission and its maintenance and improvement objectives. However, knowing about the internal aspects and getting into an introspective and analytical process about them from time to time is equally critical. A SWOT analysis is recommended.

In institutional development, leadership is a key factor which determines its course of development. It is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the college/university in a way that makes it more cohesive and coherent. A person carries out this process by applying his/her leadership attributes (belief, values, ethics, character, knowledge, and skills). If you are a principal or head of department, by virtue of your position you have the authority to accomplish certain tasks and objectives in the institution. However this power does not make you a leader...it simply makes you the boss. Leadership makes people want to achieve high goals and objectives, while, on the other hand, bosses tell people to accomplish a task or objective.

For healthy institutional growth, envisioning the organisation as a learning organisation is very important. It sets the tone and readiness for productive development

Unit-end exercises

1. Study the diagram below carefully and answer the following questions:



EMPHASIS

- The diagram indicates the relationship between which dimensions?
- Identify which one is autocratic style, which one is participative style and which is laissez faire style.
- What are the qualities of each of the three leadership styles?
(Answer: Autocratic, democratic, laissez faire)

2. Introspect on your own institution and identify the nature of organisational culture and climate which exists. Give illustrative examples to support your position.
3. If you were asked to set up an ideal college, what would be some of the organisational principles you would adopt and why?
4. "For Indian Colleges, decentralization as a form of governance is the only strategy which should be adopted." What are your views in this regard.

Suggested readings

Kevin Freiberg and Jackie Freiberg, (1996) *NUTS! Southwest Airlines' Crazy Recipe for Business and Personal Success*, Bard Press.

Newstrom, John W. and Davis, Keith (1993) *Organizational Behavior - Human Behavior at Work*. New York: McGraw-Hill.

Raven B.H. (1998) *Interpersonal Influence and Social Power*, Los Angeles: University of California.

6

Dynamics of Classroom Management and their Implications for Practice

Introduction

Classrooms are multidimensional universes. They are crowded with students, teachers, tasks and pressures. They consist of many individuals, with differing goals, preferences and abilities. These individuals must share resources, accomplish various tasks, use and re-use material, move in and out of the room, keep track of what is happening, pursue their studies simultaneously, etc. For example, in a classroom while the teacher is teaching a concept, she is observing whether the students have understood the concept, she has to decide whether to stop the two students sitting at the back from whispering or ignore them, determine if she should start the next topic, plan her next teaching strategy and so on. The challenges in the classroom are thus abounding and need to be planned and addressed meaningfully.

In order to maintain a positive productive learning environment, teachers require a wide array of information and skills to respond appropriately to the infinitely variable classroom situation. This unit is intended to guide teachers towards reflective practice, by providing them better understanding of the classroom milieu, as well as of their role in shaping that milieu.

Learning outcomes

After working through this unit you will be able to:

- understand the importance of classroom management in institutional life;
- identify the critical components of a healthy classroom environment;
- develop suitable attitudes and skills in classroom management;
- re-define your role as a teacher to include the management dimensions;
- understand the need and significance of time management;
- realize the impediments to your time planning;
- set goals and targets which are realistic and time effective.

Classroom environment: basic features

Let us try to understand the basic features of a classroom environment. We will begin with a simple exercise. Reflect and think about the following:

You find that majority of the students in your class seem attentive and listen

to every word you say. But when you ask questions they just don't respond. You are concerned about it and decide to do something about it. Every time you enter the room you feel that the room is dull and uninspiring. It is dirty, colourless, there are no charts or books that students can refer to during their free time, either.

Activity 1

You want to change the classroom setting. What will you do? What are the steps you will take?

Probably, you need to consider the various areas of the classroom and design those areas for use in a variety of activities. You also need to focus your attention on the physical aspects of your room which include room arrangement, seating, bulletin boards and black/white board displays and the **physical climate**. Let us see what the latter includes.

The physical climate

A classroom is a 'home away from home' for both the teacher and the students. It should thus be attractive and functional, keeping in mind grade and age level appropriateness, the type of classroom activities the teacher will engage in, and his/her particular style of teaching and engagement. The **seating arrangement** must be designed in a systematic way so that the organization of the seats helps the students to feel more involved. For example, you can arrange seating in a U-shape, rows or a circle, so that you can see and move easily towards the students.

It is essential to ensure that the room has only that amount of furniture that is functional and does not contain useless or non-essential furnishings. The entrance to the room and the hallway outside should not cause distractions to students during lessons. Seats should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go outside, or come late they should not overly distract students whom they pass.

A classroom's **lighting** and **temperature** will affect students' concentration. It should be comfortable and conducive to students' learning. The room temperature should be moderate to cool. The fans must be in working condition. Warm classrooms tend to lead students to be more sleepy, inattentive and consequently, bored and disruptive. The **lighting** in the room should also be adequate. **Plants** are an excellent way to make a room look more welcoming; they also improve the air quality.

Let us now look at the psychological aspects of the classroom.

Classroom management and control

Control of students by teachers tends to be regarded as the goal of classroom management. This emphasis on control is so pervasive that control by teachers is often seen as more important than the learning that goes on in the classroom. Although control is necessary for the psychological balance in one's life, in a classroom context **management is not synonymous with control**.

The reasons why teachers like to control students instead of managing them are:

- they are socialized to believe instructed that the mark of a good teacher is that the teacher is in control of the class;
- the amount of control that teachers have in the class is often seen by the administration as a measure of the quality of a teacher;
- they are afraid of losing control if students have increased autonomy;
- they fear that students with less control will not want to learn what the teacher wants to teach.

Let us now try to see a variety of classroom situations and differing levels of control and management within them.

Activity 2

Reflect and analyse the following cases:

Case 1

Dr Sangeeta Anand is taking a lecture in Philosophy. The students are sitting quietly and listening to the lecture. At the end of the lecture, a fellow lecturer remarked 'what a well managed class?' Also, one student commented 'God what was happening in class. I couldn't understand a thing.' His fellow student replied 'I was just going to ask you the same question.'

Case 2

Dr Jyoti Madan was taking a lecture in Psychology. Students were asking her a number of questions. She was patiently responding to each one's queries and making each student feel a part of the group and someone whose questions and queries were important. She was not able to complete what she had planned. One student was heard saying, 'I love attending madam's classes, I understand everything. I will remember it all my life.'

Case 3

Dr Kanika Sharma is taking a class. She has simplified the material, so that everyone can easily understand. She has structured her work in such a way that she is able to complete what she has planned. She puts down the main points on the blackboard. This she feels will help the students organize their thoughts and focus their attention. She explains the material using example which stem from their daily life and students can relate to them. She asks questions and gives time for students to reflect on the answer before calling on a student. It has also been observed that she varies her style, as well as the content of instruction in order to address diverse student learning styles. She uses activities of appropriate difficulty to complement varying ability levels, to catch student interest, or increase student motivation to participate, engages student in cooperative group work, competitive teams, group discussions, debates, and role playing. She involves students in evaluating their own work as well as asks for feedback on her pedagogy. Throughout the year Kanika is interested in the social and emotional development of her students. She wants them to learn about responsibility and fairness along with her subject.

1. Which class is a well managed class? Why?
2. In the light of this, what according to you is classroom management?

Classroom management is viewed as a broad concept, encompassing not just techniques to control behavior, but also **academic climate** and **effective teaching** practices. Successful classroom management involves not only responding effectively when problems occur, but **preventing** the frequent occurrence of problems. Therefore it may be more accurate and more productive to think of classroom management as 'the orchestration of classroom life so that all students can maximize their learning potential'.

Any teaching act is the result of a decision, whether conscious or unconscious, that the teacher makes after the complex cognitive processing of available information. Studies in education have focused on a wide variety of variables, several of which are directly under the teacher's control. These include room arrangement, selection of material, instructional resources, academic tasks, handling of material, grouping for instruction, time on task, discipline procedures, teaching methods and assessment practices. The teacher is thus the key actor in generating an effective classroom environment.

Theories of classroom management

There are various approaches towards classroom management, which have taken the form of well articulated theories. Let us now focus on them.

Behaviorism

Much of the movement that is seen in education today stems from the desire to be scientific. Behavior modification techniques suggest that **specific rewards** and **punishments** will yield predictable results in the behavior of students. Behaviorism suggests a system that will modify students to comply with prescribed norms. This is the discipline system known as **assertive discipline**. This teaches students to accept the consequences of their actions. It has as its basic premise, the **reinforcement** of appropriate behavior. Practitioners of this are taught that they must learn to be **assertive** in taking control of the class. A system of rewards and punishments are devised by the teacher to let students know when they have acted correctly or incorrectly. Increasingly unpleasant penalties are incurred by students who continue to make improper choices. However, the self-esteem of students often decreases; also it does not recognize that behavior problems in the classroom might possibly be a function of **poor teaching**. It is up to the teacher to make and enforce classroom rules.

Assertive discipline is thus power assertion rather than developing responsible behavior.

Transactional analysis

Transactional analysis studies the **interactions of behavior** between teachers and students. It suggests three stages of development called **ego-states**. These ego-states are called **child**, **parent**, and **adult**. In order for teachers to be successful in transactional analysis, they need to remain in the adult ego-state and be able to recognize the ego-state of students around them and

interact with them accordingly. Teachers can then recognize the games that students may play in a child ego-state and teach students how to behave in an adult ego-state.

The strengths of this approach are that students are encouraged to monitor their own communication and behavior. The disadvantages of this system is that it may be too difficult for students.

Ginott model

The Ginott model focuses on the **communication** between the teacher and student. This approach concentrates on avoiding criticism and trying to understand the student's feelings. Teachers are encouraged to foster **student autonomy** and try to help students **take responsibility** for their actions. These goals are accomplished by establishing a communication with the students and by reasoning with them.

Kay model

People constantly judge their actions by **internal standards**. By teaching and building upon these internal standards, students can be taught by becoming **self-governing** and being **responsible** for their own actions. It rests on the beliefs that students are intrinsically motivated to behave properly if they are taught how to do it. They can be responsible for their own motivation and for monitoring their own behavior. Teachers should not lift these responsibilities off of the students' shoulders. The role of the teacher is to **teach students how to monitor themselves**.

Control theory

According to this theory, there are **four basic human needs**. They are **love, control, freedom, and fun**. These four components are necessary for a healthy psychological balance. Students need to be taught how to control their behavior. People have perceptions of their needs and how they can be satisfied. However, most feel that they do not have a choice. It is the responsibility of a teacher to teach students that 'they choose how they act.' 'The teacher's task is to help students make good choices by making clear the connection between student behavior and its consequences'.

Activity 2

What is your classroom management profile?



Answer these 12 questions and learn more about your classroom management profile.

The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

1. If a student is disruptive during class, I ask him/her to leave my class, without further discussion.
2. I don't want to impose any rules on my students.
3. The classroom must be quiet in order for students to learn.
4. I am concerned about both what my students learn and how they learn.
5. If a student turns in a late assignment, it is not my problem.
6. I don't want to reprimand a student because it might hurt his/her feelings.
7. Class preparation isn't worth the effort.
8. I always try to explain the reasons behind my rules and decisions.
9. I will not accept excuses from a student who is tardy.
10. The emotional well-being of my students is more important than classroom control.
11. My students understand that they can interrupt my lecture if they have a relevant question.
12. If a student requests an out pass, I always honour the request.

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Scoring:

Add your responses to statements 1, 3, and 9. This is your score for the **authoritarian style**. Statements 4, 8 and 11 refer to the **authoritative style**. Statements 6, 10, and 12 refer to the **laissez-faire style**. Statements 2, 5, and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference

for that particular style. After you have scored your answers, and determined your profile, read the descriptions of each management style.

Authoritarian teacher: This teacher values obedience, commands the students on what to do and what not to do and rules are clear and unbending. The teacher pours the 'right' information into the student who is considered an empty vessel. Misbehavior is strictly punished. The teacher instructs the student on each act. The student learns by imitating the expert.

Laissez-faire teacher: Here, students are encouraged to think for themselves, avoid inhibitions, and not value conformity. Teachers take a 'hands-off' approach, allowing students to learn from the consequences of their actions. Misbehavior is usually ignored. With no intervention, the bully wins, while the passive student loses. Aggressive patterns become ingrained when students are not guided to find acceptable ways to get their desires met.

Authoritative teachers establish basic guidelines for students. Clarifying issues, they give reasons for limits. Learning to take responsibility is a high priority. Students are given lots of practice in making choices and guided to see the consequences of those choices. Misbehavior is handled with an appropriate consequence, or by problem-solving with the student to find an acceptable way to get desires met.

Indifferent teachers are unresponsive, undemanding and neglectful. They don't care about students and let things go on as they are. Under such circumstances students are least well adjusted, are not competent socially, there is an increase in behavior problems and distress.

Let us now read a **case illustration** related to **classroom management**, and try to see how to deal with the situation described within it.

Case 1

This class was a below average class, consisting mostly of boys. Most of the students disliked each other. The teacher tried to make mathematics meaningful using real life examples hoping that they would behave better. She was working endless hours creating new challenges, looking up ways to relate mathematics to aviation, mechanics, etc. She was working approximately three hours a night, just to create a worksheet for the class, that they would do in a matter of minutes or refuse to do at all.

What do you think the teacher should do in such a situation?

The most fruitful strategies in such a situation would be to:

- keep a balance;
- present to them a class structure;
- ask them to take 'notes' from your explanations;
- give 4-5 examples on the board which they have to copy in their notebooks;
- always tell them ahead of time exactly how many examples to expect;
- after the lecture, quickly grade their notes by going around the room while they start their work in class;
- ensure that they stay in their assigned seats until the notes are done;
- students who co-operate can then be allowed to move and work in small groups.

However, the older the learners, the more defiant they will get. For them, the general principles of classroom management will need to be followed. We will now focus on these.

Management components that demand a teacher's attention

It is important for you to know some of the management components that demand a teacher's attention. If care and caution is taken to address them and incorporate them into one's classroom, probably the resulting ethos will be more conducive and productive.

Rapport formation

First and foremost, the teacher should have **knowledge** of the **characteristics** of her/his **students**. Only then can she/he match his/her expectations to the abilities of the students' and provide experiences that will succeed.

Another critical component is the relationship between the students and the teacher. The goal is to create a relationship based on **mutual affection** and **trust**. When the message is 'I care about and respect you,' students are more willing to join in the teacher's effort to maintain group norms.

Setting and maintaining realistic classroom rules/limits

This refers to developing a specific set of reasonable expectations for classroom behavior. These expectations should be based on the developmental level of the students and the personality, teaching philosophy, and tolerance level of the teacher.

There is always a range of acceptable behavior, and each one of us finds our place within it. There must be **consistency in setting and maintaining limits**.

Some of the general strategies which may be used for this are:

- involve the students in setting some simple class rules - 3 to 5 at most;
- be consistent in reminding them of their rules and the consequence for violations;
- convey your expectations to them using a variety of techniques;
- establish routines for collecting assignment, distributing papers, references etc.;
- give students clear cues indicating that continuation of a behavior will evoke the specified consequences.

Positive reinforcement and encouragement

Positive reinforcement focuses on what the student is doing well and understanding that **positive attention** tends to increase the chances of the student learning the behavior better. As the teacher, praise the positive behavior so that it competes with the negative behavior. The focus should be to draw attention to and encourage the **effort** of the students and the goal should be to help students become **self-controlled, self-reliant** and **self-directed**. For example, when praising a student for good work, don't say 'You have done

good work.' Try and say 'You worked hard on your assignment. Tell me about it.' This will be a far more productive approach.

Communication

Effective communication is the foundation for good classroom management. Communication skills can be divided into two categories: **receiving** and **sending**. In receiving messages, one of the most significant activities is **active listening**.

Analyse the following situation.

Case 2

Rehana had some problem. She approached her lecturer in the staff room. The lecturer was talking to other colleagues. When Rehana approached her, she continued talking and mid sentence asked Rehana what she wanted, asked her to hurry up, make it as precise as she could, because she did not have time.

Now think:

What message is being sent to the student?

You will appreciate that when teachers listen actively, the message sent to the student is that they are important and can have the **teacher's undivided attention**. Many problems can be solved and even prevented when teachers take the time to use active listening. This way they are able to guide students to solve problems for themselves. Here are four small steps to help you to master this skill: **stop, look, listen** and **respond**.

- **Stop** - When students approach you with something to share, stop what you are doing and pay attention. Paying attention, even briefly, lets student know that you are listening and that they are important.
- **Look** - Be sure to make eye contact with students by getting down to their level and facing them directly. A pleasant facial expression will encourage students to share their feelings and concerns. Look for nonverbal cues that can help you respond accurately to what they are trying to say. Facial expressions and body language provide important information beyond the words you hear.
- **Listen** - Focus your attention on what students are saying, by listening to their words and their tone. Listen carefully to what students actually say, as well as what they may be trying to say.
- **Respond** - Thereafter, depending on what the student has said, an active response would be to **paraphrase** what you have just heard and ask a question that will lead the student to her own **solution**.

Sending skills

These refer to the skills used, when speaking to someone. As a teacher one should always deal in the present because information is more useful when it is shared at the earliest appropriate opportunity. Talk directly to students rather than about them. This way, students are shown respect, and receive accurate information about adults' feelings. It is essential to speak courteously and take responsibility for statements by using the personal pronoun

'I'. For example, 'when I'm interrupted, I get distracted and have difficulty helping other students.' 'When dealing with students' behaviors, questions often create defensiveness, so make statements rather than asking questions. For example, 'you missed my class because you wanted to do something else.' or 'we missed your presence in class today.' instead of, 'why did you miss my class?' More discussion will be taken up on this issue in the unit on communication.

Logical and natural consequences

It is important for students to learn that they can control their own behavior by making good choices. Teachers who use logical consequences believe that this strategy keeps the focus on the desirable behaviors that they want the student to demonstrate. Punishment, reprimands etc. on the other hand, focus on what 'not' to do without teaching how to correct the problem.

As teachers, always:

- match the consequences to the behavior you are trying to correct;
- administer the consequence in the form of a choice;
- use consequences which are educational in nature.

For example, if Danish is not submitting his assignments, he is given the choice of submitting his assignment the next day, or not being allowed to appear for the exams. If he makes the positive choice and changes his behavior to the desired one, the teacher should be sure to comment on the good choice he has made. If, on the other hand, he continues not to submit his work, the teacher may have to explain that his behavior shows he has made the choice of not appearing for the examination. After a reasonable length of time, Danish should be given another chance, to try again.

Using logical consequences by matching the consequence to the behavior and offering a choice helps teach students that they can control their own behavior. This is critical to the long-term goal of **self-discipline**.

Enriching the learning environment

Research has indicated that enriched environments influence an individual's growth and learning. For example, the brain develops in an integrated fashion over time, babies do not talk one week, tie their shoes the next, and then work on their emotional development. An enriched environment addresses multiple aspects of development simultaneously. Likewise, an enriched environment gives students an opportunity to make sense out of what they are learning, what some call the opportunity to 'make meaning'.

Learning is a process of **active construction** by the learner and enrichment gives students the opportunity to relate what they are learning to what they already know. Research has indicated that the brain is innately social and collaborative. Although the processing that takes place is in student's independent brains, their learning is enhanced when the environment provides them with the opportunity to discuss their thinking out loud or to bounce their ideas off to their peers and to produce collaborative work.

In this we see that our environment, including the classroom environment, is not a neutral place. We educators can either grow dendrites or let them wither and die. The task now is to determine what constitutes an enriched environment. Let us proceed to discuss this.

Subject and area expertise

The teacher should be an **expert** in his/her field, should have gained **mastery** over the domain and body of knowledge related to his/her field, as well as have a sound knowledge base of related areas. Often misbehavior occurs because students find that the teacher does not have a sound grasp over his/her discipline. Teachers need to know general teaching strategies that apply to a number of disciplines, curriculum materials and programs appropriate for different students and the goals and purpose of teaching. He /she should keep abreast with the latest **research** and **developments** in the field. This can be done by attending refresher programs, keeping track of the latest research, attending workshops, conferences symposiums etc. **One can only ignite another's lamp if we keep our lamps ignited.**

Understanding multiple intelligences and individualizing expectations

According to Dr. Howard Gardner of Harvard University, we all have combinations of eight basic intelligences. Keeping this in mind, we can use a variety of strategies for managing difficult students. For the student strong in language, we might talk about feelings, cooperation, using our words. If a student has logical-mathematical strengths, she may respond to logical consequences. Making images of good behavior or visual representations might work for the spatial child. For those strong in bodily-kinesthetic intelligence, we can role play aggressive and cooperative behaviors. The budding musician might respond to songs about behavior or compositions, investigate animal behavior for the naturalist to see how animals get along. Have group meetings and collaborations for the interpersonal student and time away from the group for the intrapersonal one. He/she might like to do individual tasks with challenge.

Anticipate challenges and difficulties emanating from the classroom

If an anticipatory set is created to expect that the classroom with its range of heterogeneity will pose difficulties and challenges for the teacher, then dealing with them becomes an easier task. Teachers should know in advance what the sources of potential difficulty are. For example, are they related to students' motivation, behavior, social skills, interpersonal relationships, academic inadequacy, etc.? A set of strategies and possible solutions which are context specific and age relevant should also be planned or kept in mind as a resource bank to deal with the classroom challenges. In college classrooms, some of the common challenges which emerge are teaching – learning related difficulties, interpersonal conflicts, succumbing to life stressors, poor decision making, roadblocks to communication etc. You will be acquainted with all of them in the subsequent units.

Understanding time management

A very significant domain of effective classroom management, is time management. Implicit in the teacher's role is that of an academic expert, a guide, a supervisor, a researcher, a counselor etc. Each of these tasks are compelling and demand substantial time and effort. It is thus extremely important to know how to

apportion one's time. In this section, a specific attempt has been made in this direction. It is hoped that:

- you will realize the value of personal time;
- make your own work schedule;
- see the importance of goal setting;
- monitor your time and well;
- reflect on how you spend your time;
- become aware of when you are wasting your time;
- know when you are most productive.

We must remember that time pressures come more from within. How we respond to life's demands has to do with our attitudes and the demands themselves. However pressing the time constraint might be we have a choice in how to respond to them, and the courage to make those choices. Basically, most people don't need more time, they just need to **reprioritise** the time they have and plan its utilization more optimally.

The most basic underlying principle of time management is, do what is important first.

In this context, time management is setting and following a schedule in order to organize and prioritize your work load in the context of competing activities of work, family, etc.

Activity 3

Engage in a reflective activity and introspect on the following questions.

Ask yourself

1. What am I actually supposed to be doing?
2. What do I actually want to do?
3. What is the best use of my time right now to help me do that?
4. Should I rethink some issues in my life on the basis of the amount of time that I devote to them?

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In finding answers to these questions you will begin to understand the concept of personal time.

Personal time

To free ourselves from the time crunch we are in, we first need to revise our attitudes about time. We need to learn to get it on our side and win

its support. For example, review the day to come each morning, not just in terms of its necessary tasks, but to make sure those tasks further our life as a whole. These include things like **spending time with oneself**.

Ask yourself this question, **If I had only six months to live, would I be living my life the way I'm living it now?**

Then, ask yourself **what's getting in the way of living your life differently?**

You will be able to identify most of the factors and will automatically begin to think of ways in dealing with them.

Activity 4

Tick the statement which you are able to relate to

1. I'm too busy to spend time thinking about how I really want to live my life.
 2. I'm too busy living for tomorrow
 3. It's just not realistic! I've got a family to support.
 4. I've got to live my life this way. I have no choice.
-

A (y) to all these statements indicate that you are unable to live your life the way you want to and are stuck in a whirlpool. The last one is the toughest of all. If we believe we have 'no choice' but to live our life in the time crunch way we are now, then we're doomed to live the rest of our lives as we are now. Everyone has a **choice**. All it takes is to gather up the courage to **make that choice**, and **take control** of your time and life.

Analysing time eaters

Let us start with the following activity.

Activity 5

Read the case vignettes given below and then answer the questions following them.

Case 1

Dr Shivanjali has to teach two hundred marks papers, one fifty mark paper and has to take practical classes. She has to be in her college from 9 am to 4 pm. She is in a number of committees, so she has to do some administrative work. She is constantly involved in student dealing and doesn't get time keep up to date with her subject. In the morning before she leaves the house, she has to cook food for her husband. Once she gets home she prepares dinner and she likes to watch TV. She loves to watch all the serials on TV and after 8 pm the TV is on till 11pm. Thereafter, if she has to prepare for her class she does so, or if she has to do corrections she does them. She knows she is lagging behind in her research work and wants to publish a book. She had started the introduction two months back, but has not got down to doing much. Unless she publishes the book and does more research work she is not eligible for promotion. She is quite unhappy, lacks enthusiasm gets irritated easily, but does nothing to alter the

status quo. Everyone advises her to go for a walk in the evening, but she always says I have so much work I don't have time.

1. Identify the eaters in her life.
2. How should she deal with them?
3. How should she utilize her time to the optimum?

Case 2

The academic year is coming to an end. Classes will be suspended in a month's time and Dr Vini finds that she has yet to complete nearly 40% of the syllabus. She has been taking classes regularly. She spends 10 minutes of her time in taking attendance and asking the class to sit quietly and to pay attention. She feels that she knows everything and does not need to prepare. She can speak about all topics. No one likes to attend her classes because the students cannot make any connection, or are just unable to relate to what she is teaching. She always goes off on a tangent. For example, while teaching the topic 'realism' she started teaching price index. Much as the topic was interesting, the students were unable to make connections between realism and price index. She just goes on and on. When students ask her their difficulties and doubts, she just dismisses them condescendingly. She gets irritated with the students over trivial issues. She is unable to get along with other colleagues and is always in conflict with someone.

1. Identify the time eaters in her case.
2. How should she deal with them?
3. How should she utilize her time to the optimum?

Case 3

Dr Bhasin has to teach two hundred marks papers and one fifty mark paper. He has to be in his College from 9 am to 4 pm. Everyday he decides he will spend his time in the library so that he can keep abreast with the latest in the field, but after classes he goes to the staff room, he meets some colleague and they start talking about various things, especially university politics. Time just flies and its time to go home. At home he has very good help, so he doesn't have to do anything, but he feels he has a lot of work, lots of correction work and reading to be done. However at the end of the day he gets nothing accomplished, gets very tired and keeps complaining that he has a lot of work and no time to complete it.

1. Identify the time eaters in his life.
2. How should he deal with them?
3. However should he utilize his time to the optimum?

These are no hard and fast rules about dealing with time eaters, but the important issue is to identify sources and deal with them effectively. Once again the golden rules are task prioritization, scheduling and adhering to the developed strategies.

How to manage time

There are some practical skills which work very well in time management.

These include:

- knowing how time is spent;
- making a 'to do' list and;
- maintaining a daily / weekly planners;
- knowing how you spend your time aids in planning and predicting how to use time efficiently and prevents you from falling in the time trap;
- writing down things you have to do, then deciding what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period, form the sub-tasks of the 'to do' list;
- writing down appointments, classes, and meetings in a chronological log book or chart in what maintaining a planner consists of. Always know what's ahead for the day, always go to sleep knowing you're prepared for tomorrow. Also have a long term planner and use a monthly chart to plan ahead. They serve as reminders to plan free time constructively.

Goal setting

Goal setting helps us to achieve more, improves performance, increases our motivation to achieve, increases our pride and satisfaction in our achievements, and improves our self-confidence. Research has shown that people who use goal-setting effectively, suffer less from stress and anxiety, concentrate better, show more self-confidence, perform better, and are happier and more satisfied.

Activity 5

1. How to set goals

List your major goals:	more important	less important
long term		
mid term		
short term		

2. Determine how you spend your time:

Column I: List the amount of time you expect to spend in weekly activities in hours.		Column II: Multiply your recurring daily activities by five (weekdays) or seven (weekly) to estimate the number of hours you engage in these recurring activities in a week	
Lecture	—	Commuting/Travel time (multiplied by 5=)	—
Study/ Research Time	—	Meal preparation/eating (multiplied by 7=)	—
Employment	—	Personal care (multiplied by 7=)	—
Family	—		
Volunteer Activities	—		

Exercise	—	Sleep (multiplied by 7=)	—
Regularly scheduled functions	—		
Recreation (clubs, temples, etc)	—		
Socializing with friends	—		
Chores and Errands	—		
Other	—		
Total A	—	Total B	—
Total A + B = Total C: _____ hours			
There are 168 hours in a week. Subtract Total C from 168 = _____ Uncommitted hours (168 - total C)			

Then, evaluate your time management:

1. How much time have you set aside to meet your goals (above)?
2. Does your time allocation reflect the priority of your goals?
3. Can your uncommitted hours be reallocated to meet your priorities?

Make desirable changes wherever you think they are warranted.

Summary

Students are not all at the same level of ability and they don't learn in the same way. It follows that different groups within the same class should be working at a variety of different levels of complexity and/or difficulty simultaneously, but at different rates. The challenge of classroom management, is to reach out to each of them and generate a conducive classroom environment. Students need to be actively involved in making decisions and modifications to their learning efforts. They need appropriate challenges, a secure environment, and an opportunity to explore ideas and have fun learning. They also need to learn to ask questions, think and interact verbally. They further need to be able to construct meaning by interacting with peers, problems, issues and with materials. Learning is more effective if concepts are learned in context and related to existing knowledge. Content needs to be relevant, integrating multiple aspects simultaneously. Various theories of classroom management propose ways of setting up effective classrooms. It is for teachers to take up the challenges and deal appropriately with them.

Time management is setting and following a schedule in order to organize and prioritize your work load in the context of competing activities of work, family, etc. Everyone has a choice. All it takes is gathering up the courage to make that choice, and take control of your time and life. It is important to monitor your time, reflect on how you spend your time, be aware of when you are wasting your time and know when you are productive. Goal setting help us achieve more, improves performance, increases our motivation to achieve, increases our pride and satisfaction in our achievements, and improves our self-confidence.

Unit-end exercises

1. How would you deal with the following situations?
 - You tell a student to put away the book that she is reading and she says, 'Try and make me!' What would you do?
 - A few students in your class always seem to be out of step with the rest of the class. They call out when they should not, interrupt others and get up and walk around when they should be seated and working. What would you do?
 - Some students in your class come 15-20 minutes late for a morning class. What would you do?
2. If you were to teach your students to prepare a time schedule for better lifestyle management, how would you proceed?
3. Draw up a profile of a classroom with a conducive teaching-learning climate. What would be the salient features of this classroom?
4. How does time management, in your view constitute an important component of institutional life?

Suggested readings

Clarizio H.F. (1980) *Toward Positive Classroom Discipline*, New York: John Wiley and Sons.

Jackson, P.W. (1986) *The Practice of Teaching*, New York: Teachers College Press.

Jones, V. and Jones, L. (1986) *Comprehensive Classroom Management: Creating Positive Learning Environments*, Massachusetts: Allyn and Bacon.

Schmuck, R.A. and Schmuck, P.A. (1988) *Group Processes in the Classroom* (5th ed.,) Dubuque, Iowa: William. C. Brown.

Communication and Interpersonal Relationships: Concepts and Implications for Classroom Management

7

Introduction

Usually unhealthy interpersonal relationships are a major source of stress, especially of institutional stress. It is thus important to understand their importance and significance in institutional life. Apart from stresses, the nature and quality of interpersonal relationships greatly influence the ethos and environment of an institution, the sense of belongingness and security which it offers and the motivational pattern of all the persons living within it. In a college set-up, there are a variety of inter-personal relationships which are usually couched in organizational structures of power and authority. For instance in any college, there is a governing council, a principal, faculty members, non-teaching administrative staff and students which while all these persons have a formal linkage with each other and with the institutional system, they also relate to each other psychologically as human beings. Let us try to understand inter-personal relationships in both their professional and personal contexts.

Learning outcomes

After working through this unit, you will be able to:

- understand the concept of healthy interpersonal relationships;
- define the characteristics of healthy relationships;
- know the techniques which facilitate relationship building;
- apply your understanding to institutional life;
- conceptualize the concept of communication;
- identify the roadblocks to communication;
- learn how to communicate effectively;
- build upon facilitative skills and attitudes in your relationships and communication.

Types of relationships

Let us begin by trying to identify the gamut of inter-personal relationships that exist in a college. These include:

Principal - teacher

Teacher - teacher

Teacher - student

Student - student

Principal - student

The key actors are thus the principal, the teachers and students.

The university's educational mission is promoted by professionalism in faculty-student relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power. Thus much depends on the head of the institution for the maintenance of appropriate professional relationships.

All teachers must of course make an effort to understand their students better – their needs, interests, capabilities, capacities, aspirations, problems, difficulties etc. This forms a part of both their professional and personal relationships. Let us now take a look at desirable teacher qualities which mark healthy relationships.

At a **personal** level, there should be **close** working relationships among faculty, staff, and students. However, it is the responsibility of the teacher to keep relationships with students focused on **pedagogical goals** and **academic requirements**. Otherwise, it is likely to impair teacher objectivity and/or detract from student development. This is the reason why accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner, excessive socializing with students outside of class, either individually or as a group, lending money to or borrowing money from students; giving gifts to or accepting gifts from students, is a **taboo**. Besides, even if the teacher believes that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favouritism or unfairness.

Qualities of a teacher

We will begin with an activity.

Activity 1

Following is a list of qualities. Tick (✓) the ones most apt for you.

1. Love your students.
2. Under all circumstances respect all students and parents.
3. Create a classroom atmosphere where students feel safe and secure.
4. You see potential in all students.
5. You motivate students to reach their highest potential.
6. You have in depth knowledge of growth and development.
7. You are able to use the information about growth and development to meet individual needs.
8. You have in-depth knowledge of classroom management and behaviour management.
9. You are spontaneous and creative and are able to see a teachable moment and seize an opportunity to go with it.

10. You use new educational ideas and insights and have the ability and desire to change, so that the field of education can grow.
11. You are able to recognize honest admission of mistakes and give a second chance if the student confesses voluntarily about his/her mistake / blunder.
12. You are reflective- thoughtful and inventive.
13. You are willing to take the 'extra time' and go the 'extra mile'.
14. You are willing to modify the curriculum and instructions to allow students of all ability to feel success and fosters a learning environment that builds the self esteem of your students.
15. You are able to relate to and work with other staff members.
16. You are able to excite and spark your students' interest which helps them to develop their own motivation for learning.

Scoring: one mark for each tick

- 1 – 6 You need to reflect upon your integrating with students
5 – 11 Keep trying and you will become a good educator
11 – 16 You have all the qualities of a good educator
-

This is a list of qualities of a good educator. All educators should aspire to imbibe them. They also reflect professional aptness combined with a personal flavour which leads to facilitative relationships.

In fact the role of a teacher incorporates dimensions of a good professional, subject specialist advisor, supervisor, guide, mentor, facilitator, counselor and inspirer.

Fostering good relationships

Each individual has a style of interacting with the another. Frequently, people do not see the effect of their interaction with others, but it is clearly visible to the other individual. Fostering healthy interpersonal relationships is indeed a challenge and behoves the existence of many conditions. Some of these are:

- mutual respect;
- shared responsibility and mutual commitment to goals;
- effective communication and feedback;
- cooperation and willingness to negotiate and engage in dialogue;
- a sense of security from the relationship.

When these features are applied to college classrooms and teacher – student relationships, the first step is recognition of the reciprocal nature of the teaching-learning process. Both parties must participate, both must learn to trust the other. However, the nature of the relationship may require the teacher to take the first step toward this **mutuality** and possibly to continue to lead the way until the students are sufficiently confident to become full partners in the process. A good teacher – student relationship is characterized by openness, safety, confidence, unconditional acceptance, empathy and positive regard.

Principles of developing professional relationship

Let us now try to contemplate on how we can develop facilitative professional relationships.

Equity and excellence for all students

Professional development is based on a fundamental commitment to equitable outcomes and high achievement for all students and the overarching purpose to foster, sustain, and perpetuate a democratic and just society.

A common, clear vision of good teaching and learning

Learning is viewed as a meaning centered, developmental process and teachers are supposed to apply theories of learning to develop and teach appropriate lessons and units in and across the subject areas, in motivating and involving all students, in diagnosing student needs and achievements, in delineating cognitive outcomes of teaching for all learners, and in enhancing students' abilities to independently evaluate information, think critically, and reach sound conclusions. There should be a common, clear vision of teaching and learning, informed by and adapted from established standards.

Subject competence

The teacher is responsible for maintaining (or acquiring) subject competence not only in areas of personal interest but in all areas relevant to course goals or objectives. This implies that what is actually taught is consistent with stated objectives. For this the teacher needs to take active steps to be up-to-date in content areas relevant to his or her courses and to provide adequate representation of important topic areas and points of view. Failure to fulfill this occurs when a lecturer teaches subjects, for which she or he has an insufficient knowledge base, when he/she teaches only those topics in which he/she has a personal interest, or misinterprets research evidence to support a theory or social policy favored him/her.

Pedagogical knowledge

A teacher should have adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, providing opportunity for practice and feedback, and dealing with student diversity. If mastery of a certain skill (e.g., critical analysis, design of experiments) is part of the course objectives and thus will be considered in evaluation and grading of students, the teacher must provide students with adequate opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher should be aware of these differences and, if feasible, vary her / his style of teaching accordingly.

Relationships with colleagues

Disagreements between colleagues relating to teaching or institutional life should be settled privately, with no harm to student development. Failure to show respect for colleagues occurs when a teacher makes unwarranted derogatory comments in the classroom about the competence of another teacher. For example, Professor A tells students that information provided to them last year by Professor B is of no use and will be replaced by information from

Problem/inquiry-based methods/strategies

Teachers should use inquiry-based methods for examining these practices as they provide multiple and sustained opportunities to engage in self directed inquiry about their own practices, needs, development and the practice of others through cases, portfolios, narratives and other reflective tools.

Well-defined standards of practice and performance

This helps define what educators should know, be able to do, to meet the needs of diverse students, to teach subject (s) in powerful ways, provide teachers with many examples of the kind of practice they are trying to develop, in setting their own professional development goals, and with frequent, substantive feedback about their progress toward the standards, guide teacher self-assessment.

Reflective practitioner

Reflection is an excellent tool to keep oneself in tune with what one is doing and where one is going, when the end is often unclear. A reflective stance helps identify and understand teachers' feelings surrounding the profession. It also helps her determine her attitudes towards her students and prompt her to continue to question everything. It will enhance his /her ability to form positive relationships with students. To accomplish this goal a teacher can keep a daily diary and review her diary weekly.

Activity 2

Reflect upon the following questions:

1. Am I courteous towards students?
2. Do I listen to student's questions and requests?
3. Do I like to be with students?
4. Do I treat students fairly?
5. Do I listen to students and respect their opinions?

If you do, then you are a reflective person. If you partly do most of the above, then you are on the path towards being reflective. If you do not subscribe to any of the above, then you need to rethink your position.

Types of students

All students expect educators to be knowledgeable in the course material and to present the material in a clear, easy to understand, systematic way. Students are exposed to a number of teaching approaches and tend to adjust to the various teaching styles of their professors. Students also have personal expectations with regard to their instructors. These expectations vary from student to student. The educator must be able to match his/her teaching style and the students' individual needs, expectations and learning style. The following student typologies reflect student expectations of instructors based on individual adaptation styles, as well as behaviors that may accompany their adaptation process.

Activity 3

Remember the students in your class and identify the number of students who have the following characteristics: can you classify them in some categories?

1. Have little self-confidence and are very dependent on the teacher for knowledge and support.
2. Are quiet out of a feeling of personal insecurity.
3. Are quiet, non-critical, and trusting of authority.
4. Confident of their abilities and do not feel threatened by the teacher
5. Are dissatisfied with themselves.
6. Appear to be uninvolved and emotionally indifferent to classroom activities
7. Are very involved with the coursework.
8. Are social and extroverted students.
9. Are very dependent on the teacher for knowledge and support.
10. Judge their own personal worth on the quality of their intellectual ability.
11. Are task-oriented, they tend to do only the work required for successful completion of the course.
12. Favour class discussions over lectures.
13. Become depressed with their academic work but use the depression to push themselves to improve their work.
14. Dislike ambiguous or highly abstract topics, and they are often intolerant of others.
15. Feel superior to their classmates.
16. Desire to do well in class and get good grades.

On the basis of the above the types of students may be classified as follows:

Anxious-dependent students: 1 and 9

Their feelings of incompetence and the outside pressures from others (especially parents) lead them to be overly concerned about marks. They may take notes on everything and will often ask 'Will this be on the test?'. They become more involved in the class and less concerned with marks when they feel that the instructor cares about them. With encouragement and patience, the student has the potential to become a productive and satisfied class member.

Silent students: 2 and 10

Silent students speak only when they are sure that the teacher will approve. Although they want a personal relationship with the teacher, they are too shy to promote it. A teacher who shows interest, encourages the silent students to participate in class, and is supportive of their comments can promote self-confidence in these students and enhance their learning.

Compliant students: 3 and 11

They are usually seen as good students and are liked by their teachers. Most teaching styles are compatible with this student type, although they prefer an instructor who takes the role of an authority figure.

Independent students: 4 and 12

They enjoy collegial relationships with their teachers during class time but do not try to form personal relationships with them outside the class. They may resent a teacher who is authoritative when they feel that their independence is threatened. At the same time they will not respect a teacher who is so friendly, that he or she loses control and authority in the classroom.

Discouraged workers: 5 and 13

They tend to become withdrawn from the teacher and other students, they understand that their feelings of discouragement are within themselves and do not blame others for their feelings. The best way to help a discouraged student is to be patient and encouraging.

Snipers: 6 and 14

They dislike ambiguous or highly abstract topics, and they are often intolerant of others. Snipers expect to do poorly in the class and are pessimistic about having a positive relationship with authority figures. They have low self-esteem, and one way they might counterbalance their feelings of inadequacy, is by finding fault with the instructor's explanations of the course material. It is important to understand that snipers are often attacking the issues rather than the instructor personally.

Heroes: 7 and 15

When they enjoy the class, they may identify with the teacher, but dislike students who make unnecessary comments or try to challenge the teacher on minor issues. Hero students are very intelligent and resent being told what to do. They resent an instructor who they perceive as highly authoritarian since they fear having their 'freedom' and classroom independence taken away.

Attention-seekers: 8 and 16

Being approved of and reassured by their teachers is very important to them, even though their behavior is sometimes inappropriate or extreme. Because they are very concerned with self-image, they want to set clear guidelines for appropriate classroom behavior. They are extremely sensitive to reprimands, and contrary to their attention-seeking behaviors in class. These students do fear being put on the spot. It is best for teachers to know the entire range and possibilities which exist.

Let us now understand an important aspect of a teacher's profession, that is, – communication.

Conceptualizing communication

You are already aware that communication is the act of **imparting, transmitting** or **exchanging thoughts, opinions, or information**. It is essentially the relationship set up by the sending and receiving of messages. It allows groups to function, it is the process in which a message acts as a link between people. It is a reciprocal relationship between the sender and receiver, termed as feedback. In other words it is an act, by one or more persons, of sending and receiving messages that can be distorted by noise, and occur within a context, which has some effect, and provides opportunities for feedback.

Acts of communication should also be distinguished between their process (how) and their content (what). There are two principal modes of expression: **referential** and **emotive**.

- The referential function is objective, denotative and cognitive and can be considered as reflecting the **content** of the message. This content domain is often the focus of teachers and tends to follow a linear and sequential route.
- The emotive function, which is connotative, subjective and expressive and, with its focus on feeling and reflecting the **process** aspects of communication. It is much harder to contain and assess.

These twin aspects of understanding and feeling are referred to as the 'double function of language' and do not operate in isolation, although one may predominate over another at any given time. The subjective issues of verbal communication are highly pertinent when determining meaning, because what we know of others, we derive from the affective and objective meanings that we attribute to the messages that they communicate. Consequently, what we learn about ourselves is also derived from a similar interplay of these affective, subjective and objective, cognitive meanings that we attach to the messages received. Hence, meanings are not just shaped by the words that we use, but by the totality of their delivery.

Thus we can see that communication operates at several levels simultaneously and the efficacy of the interplay between these levels will be influenced by the individual's sensitivities. The two significant levels are the **intrapersonal**, occurring within the individual and the **interpersonal**, occurring between people. There are several communication facets, the most socially accessible of which is the interpersonal or at the group level where an individual conforms to some notional, societal role. This could be considered as 'the outside person'.

By contrast, the intrapersonal world, or that of 'the inside person' is intensely private and accessible only to those most trusted. Hence in addition to the social, cultural and physical milieu, communication occurs within a psychological context termed as 'frame of reference'. Teachers must integrate the messages that the 'outside person' receives with the individuals own feelings and value system.

Let us now try to understand the roadblocks to communication and the conditions necessary for effective communication.

Roadblocks to communication

To understand the roadblocks, let us engage in the following activity:

Activity 4

Read the statements given below and tick whichever statement is applicable to you. How often do you find yourself using the following phrases?

1. Just get on with your work and stop arguing with me.
2. If you talk once more, I 'm going to send you to the head.
3. A boy/girl of your age should be able to behave in a more mature manner.

4. If I were you, I would keep away from that friend, as he will only get you into trouble.
5. That sounds reasonable, but let us look at the way it should be. It is important to get it right.
6. That is the worst batch I have ever had to teach.
7. He has always been daydreaming in class; I don't think there is much we can do for him.
8. I can tell you are not telling the truth because you can't look me in the eye.
9. You've been doing really well recently, I am sure you will be able to do the work if you try.
10. I can understand that you feel bad about not getting into a prime college but you'll feel differently once work starts in this college.
11. What on earth do you think you're doing? Why haven't you done your assignment?
12. I don't think we want to hear about that. It's nice to see that you have honoured us with your presence today.

Source: Adapted from Gordon's (1974) *Teacher Effectiveness Training*.

Score: All the above statements are roadblocks to communications and must be avoided.

Comments such as the ones cited above start negative communication between the teacher and the student because, giving orders, threats, moralizing, giving advice, lecturing, judgments, labels, interpreting, praising, sympathizing, interrogation, sarcasm, valuations, put-downs, probing, and cross-examining all invoke defensiveness in students. According to Thomas Gordon, such comments and questions often used by teachers act as roadblocks to communication. Teachers should avoid responding to students in a negative manner. Instead of engaging in this kind of communication, use questions with built in suggestive solutions to empower students to solve their own problems. Some examples of these questions are, 'When would it be an appropriate time to address this problem? What is the first step you need to take to solve this problem? What are some alternative solutions to this problem?'

Conditions necessary for effective communication

Carl Roger's, a humanistic psychologist stresses on three **core** conditions which are necessary for effective communication:

Realness or genuineness in which the communicator presents him/herself as a real person, without any front or facade. He/she is in contact with his/her feelings and is able to communicate them when it is appropriate. This gives the teacher permission to express a range of emotions: anger, disappointment, joy, excitement, boredom as they occur.

Prizing, acceptance, trust which involves caring for the other person and accepting him/her in his/her own right. Acceptance applies to both the positive and negative aspects of the other person's behaviour.

Empathetic understanding which involves being able to appreciate what

life is like for the other person and to be able to figuratively stand in their shoes.

These conditions may seem very abstract but we **will elaborate upon skills** that will provide ways of demonstrating and **acquiring the core skills**. The skills include:

Verbal communication

Verbal communication is oral communication. It is the key component in the teaching-learning process and interpersonal behavior. Knowing correct language is an important part of communication. The teacher's voice however, is the most important feature. You should be loud when speaking so that you can be heard. When speaking you should remember to change the **pitch** in your voice as a monotone voice may become boring. Excitement is indicated by a high pitch and anger by a low pitch.

The **rate** at which we speak plays a major role in our verbal communication. If a teacher talks at a slow pace, then the students may become frustrated because the information is not being given quickly enough. One should maintain regularity when speaking because a regular or rhythmic voice makes you sound more confident. Irregular speech may show a sign of uncertainty. Your **articulation** should be clear so that students can easily understand you and your words are pronounced correctly. Incorrect pronunciation of words may mean incompetence or ignorance.

Verbal communication includes **all messages** composed of words; either spoken or written. It can help in building a positive/negative communication climate. In college, you use effective verbal communication in the forms of, **oral questioning, lectures, and discussions**.

Verbal questioning serves as a good method for the introduction of new units and/or works of literature, as a post-lesson tool to assess student learning and success and in modeling and guiding practice.

Lecture is a form of verbal communication that proves useful in direct teaching of basic material, or material that must set the foundation for future abstract thinking.

Discussion among students about issues involved with the text:

- allows for expression of student ideas;
- encourages them to practice speaking before a group;
- is a good method of assessing and evaluating class perceptions of the materials that were taught.

Written communication is an effective way to reinforce student learning. Stating goals, outlining expectations, organizing information in a chart or a graph, providing correct and incorrect examples and written modeling are some instructional strategies that utilize written communication. It is important for all students to have concrete representation of these ideas and expectations. Combined with verbal reinforcement, written communication is an effective way to increase student success.

Active listening

The most important part of communication is active listening. Active listening is a term used to refer to a set of listening skills that include good body language, listening, asking questions, and summarizing facts and feelings. It requires the listener to select a time and location that is conducive to good communication, to reduce the number of internal and external distractions, to avoid making assumptions and to refrain from giving advice. It shows the students that the teacher is interested in what they are saying, wants to help and accept them, makes them feel cared about and emotionally connected to the institution.

Active listening is an effective way to demonstrate attentiveness and is effective in:

- gaining self-understanding;
- improving relationships;
- making people feel understood;
- making people feel cared about;
- the ease with which it is learned.

As a teacher you can through active listening with students, build the relationship of trust and caring which is essential for students' motivation to learn. By teaching active listening, you can help your students to overcome poor listening habits such as:

- laziness;
- not listening to the speaker and dwelling on the number of internal distractions we all have;
- letting an early remark of a speaker, with which one disagrees, develop a prejudice which colours or puts a stop to any further listening;
- allowing personal characteristics of the speaker or his poor delivery to prevent understanding.

So far we have focused on the benefits of active listening. The focus in the current section will be to highlight upon the skills needed for effective active listening. Let us now try to understand them.

Paraphrasing

Paraphrasing is a skill that is absolutely necessary to good listening. It means stating in your own words, your understanding of what has just been said. It gives the speaker the opportunity to find out what message he/she is getting across to you. He/she can then make any corrections needed. To begin paraphrasing, you might start out by saying 'What I hear you saying is....' or 'It sounds like....' or 'Let me see if I'm understanding you....'

Advantages of paraphrasing:

- it helps the student know that you understand him /her;
- it prevents misunderstandings from occurring;
- it helps to avoid impulsive angry reactions;
- it will prevent you from getting distracted less easily;
- it helps remember what was said more frequently.

Clarifying

Clarifying means asking questions which both you and the student are confident that you have understood. The goal is to understand what is being said. You may need to get more historical information to accomplish this objective. Doing this will let the other know that you are truly interested in understanding him/her.

There are two types of questions that are useful in clarifying your understanding of your student's experience. They are yes/no questions and open-ended questions.

The yes/no questions carry a structure and provide no space for the student to narrate his/her experience or discuss his/her perspective. In contrast, open-ended questions provide for this flexibility. Your choice of which questions to use will depend on the situation.

Feedback

This part of the listening process involves sharing what happened inside you, your thoughts and feelings, with the speaker. It means sharing your perception of the speaker's experience. Doing this provides another opportunity for clarification, but it may also cause the speaker to see his/her experience in a new light.

Feedback must be immediate, honest and supportive of the speaker's need to share what is important to him/her. There are times, however, when you may be listening to something that is really hard to hear. This can be especially true when the speaker is sharing something that challenges your beliefs about the goodness of people and/or the safety of the world around you. It can also happen when the speaker shares something that is very similar to an incident from your past, that you still have unresolved feelings about and that you have been trying to avoid.

Now let us do an activity.

Activity 5

Read the case cited below carefully and answer the questions following it.

Case 1

Ravi had a problem. He wanted to talk to his lecturer in college. So he approached her during the lunch break in the staff room. The lecturer was correcting something when he approached her.

Ravi : 'Ma'am are you free, I would like to talk to you about something.

Lecturer, busy with her work said, 'Yes what is it that you want from me?'

Ravi : 'I have this problem, I am unable to understand the concept you taught us in the morning.'

Lecturer (still busy with her work), half heartedly explained the concept and then passed a comment, 'I wonder why you don't understand things in class like the others!'

1. What are the flaws in the lecturer style of communication?
 2. For active listening to be effective what sequence of events should be followed?
-

Undoubtedly, for active listening, to be effective, the following steps should be followed:

- look at the person, and suspend other things you are doing;
- listen not only to the words, but to the feeling content also;
- be sincerely interested in what the other person is talking about;
- restate what the person said;
- ask clarification questions once in a while;
- become aware of your own feelings and strong opinions;
- if you have to state your views, say them only after you have listened to what the other person has to say.

Non verbal communication

Actions really speak louder than words. For example, if a teacher says that she has time to talk to you now, but she continues to erase the chalkboard, organize her desk and gather books to take home, do you believe her verbal or nonverbal cues? Research has indicated that most people believe that nonverbal cues (also referred to as body language) score over verbal cues when the two cues are inconsistent with each other.

Nonverbal communication is used to describe, sending of 'signals' of thoughts, ideas, desires and intentions through **facial expressions, posture, gestures** of the hands, arms and legs, eye contact, **paralanguage** (tone, pitch and volume of the voice), **touch** and **movement** of the body. The world of unspoken language makes up almost 80 per cent of our face-to-face communication. This language is typically used:

- to support or deny verbal communication;
- to a substitute verbal communication;
- to show emotions and attitudes;

Signals and their interpretation

Teachers think they communicate mainly through verbal means, whereas they communicate many non-verbal messages to their students without being aware of the non-verbal component of their communication. Therefore, this is an important area which needs to be addressed as the non-verbal component of teacher communication should **complement** and **reinforce** the verbal component.

Eye contact: Eye contact is a particularly important non-verbal skill for teachers, because the interpersonal distance between them and the students is close. Eye contact **opens** the **channels** of communication between two persons. It can be maintained for long or short time, it can be supportive and friendly, but if prolonged and accompanied by a narrowing of the eyes, it can express disapproval. It can be an effective means to make each student feel that he/she is an important member of the class. This can be done by making eye contact with each student.

Facial expressions: The expressions on the teacher's face vary from situation to situation, communicating approval, disapproval, anger, exhaustion and so on. For example, a frown might indicate deep thought or displeasure, the rubbing of the finger on the nose may mean careful consideration to a proposal on hand. The students will respond to these cues consciously and unconsciously and may even modify their behaviour to gain approval and avoid disapproval.

The neck: Some typical movements which have to paid attention to is the tilted neck of the attentive listener, the nods and shakes that indicate agreement or otherwise. The sudden turning of the head away from the speaker indicates subtle disagreement or shaking one's head and saying 'yes.'

Gestures: They may be intentional or unintentional but are a reflection of the individual's psychological state. For example, receptiveness to ideas is often indicated through open palms and hands of the listener. Folded arms across the chest are usually interpreted as defensiveness or rejection. Emphasis is often conveyed through hand gestures. The absent-minded rhythmic shaking of the feet may indicate boredom, while the crossing of one leg over the other at the knee can be used to deduce the degree of casualness attached to the situation.

Touch: Pats, handshakes or a brief touch on the arm, are typically used to convey support or encouragement or acceptance of behaviour. Touch is sometimes used for restraint.

Movement: Body movements such as pacing, rushing with a harried expression as against purposefully striding or even sauntering, are all significant signals.

Paralanguage

Researchers have found that the **tone, pitch, quality of voice, and rate of speaking** convey emotions that can be accurately judged regardless of the content of the message. The important thing to gain from this is that the voice is, not just a conveyor of the message, it is also a complement to the message. As a teacher you should be sensitive to the influence of tone, pitch, and quality of your voice on the interpretation of your message by the receiver.

Silence and time

Silence can have a positive or negative influence in the communication process as it can provide a **link** between messages or **sever** relationships, create tension and uneasiness or create a peaceful situation. Silence can also be judgmental by indicating favour or disfavour - agreement or disagreement.

For example, if a teacher finds a couple of her students sitting idle and if she believes these students are basically lazy, the idleness conveys that they are having fun and should be given additional assignments. In contrast, if she believes these students are self-motivated and good workers, the idleness conveys to her that they are taking a well-deserved 'break.' On the other hand if she is personally insecure, the idleness will convey that they are threatening her authority.

Activity 6

Given below is a list of non-verbal behaviour which teachers use. Indicate what these actions will communicate to the students.

1. Loud voice with clear words, a straight posture, with shoulders thrown back and head held high.
2. Smile, affirmative head shakes, pat on the back, winks, placing hand on the shoulder or head.
3. Places index fingers together, claps, raises eyebrow and smiles, nods head affirmatively
4. Establishes and maintains eye contact
5. Points with the hand, looks at specified area, employs pre-determined signal (such as raising hands for students to stand up,) points to students for answers.
6. Frowns, stares, raises eyebrows, taps foot, rolls books on the desk, negatively shakes head, walks or looks away from the deviant, snaps fingers.
7. Uses pointer, walks towards the person or object, taps on something, thrusts head forward, thrusts arms forward.
8. Lacks non-verbal response when one is expected.

Assertiveness

Assertiveness is often misunderstood with aggressiveness. Assertiveness is being **able to take a stance, based on conviction**, without putting the other person down. Aggressiveness on the other hand is menacing, seeking to dominate the other person by use of force, which could be overt or subtle.

Often you must have asked yourself am I assertive? Do I get pushed around or am I able to stand my ground?

Activity 7

Read the questions given below and respond by indicating yes or no.

1. Am I reasonably confident about my opinions on people and events?
2. Do I ensure my ideas (at work and at home) are heard?
3. Do I defend my ideas courageously and objectively, even if they are opposed to by the prevailing majority?
4. Am I able to say 'no' when confronted with unreasonable demands?
5. Do I believe that it's okay to agree to disagree, that consensus isn't always necessary?

Scoring: A positive answer to these questions indicates that you are fairly assertive. Assertiveness isn't only about saying 'no'; it's also about shouting 'Yes!' and grabbing that dreamt-of opportunity with both hands, about standing up for rights and even asking for the privileges. In short, it is about confidence and conviction.

Assertiveness becomes necessary because of the scarcity of resources and numerous needs which often end up squeezing out the soft voices of harmony and balance. In its absence, work piles up incessantly taking away the joy out of life, priorities become muddled and life becomes one huge sigh. To acquire assertiveness, the individual should be able to '**respect him/herself**' as this leads to growing self-worth and subsequently assertiveness. If you respect yourself, you wouldn't bow down to **everyone's demands** or try to subjugate others.

By now you must have developed a clear understanding of what is assertiveness and what are its benefits. Let us now view the **respective** thoughts and verbal responses, in the assertive and the unassertive mode, in the following situations:

Situation	Assertive Mode	Unassertive Mode
A colleague's request to take on part of her work - yet again.	<i>(This time, I don't succumb)</i> "It's a pity you're so inundated with work."	<i>(Oh Lord, there she goes...but she is busy)</i> "Oh well, I think I can help..." (sign)
At a department meeting your boss subtly takes credit for your idea.	<i>(Hmm, I'll need to politely clarify)</i> "Perhaps we can analyze this further with the scenarios that I have developed last week..."	<i>(How dare he! But he's the boss. What can I do?)</i> (Grim silence)
A friend from another department calls to say he is dropping in to chat in an hour - and you were ready to leave for the day.	<i>(This calls for re-scheduling)</i> "I'd love to meet up, but could we possibly do so tomorrow? I was just leaving for a concert, and getting the ticket was really tough."	<i>(Why does this always happen to me?)</i> "Uh... all right... come over, no
Your senior consistently cuts you off while speaking at a brainstorming session.	<i>(Maybe she is anxious or just having a bad day)</i> "I'd like to complete what I was saying. The advantage of..."	<i>(How dare she treat me like this?)</i> (Grim silence again!)

Assertiveness means the ability to **stay on neutral ground** and yet **make your point known**, on the face of a manipulative demand, or an inconsiderate gesture.

Empowering words

Choose empowering words and sentence-based suggestions like, 'I am quite sure...', 'We could explore...', 'It might be worthwhile to...' instead of hesitant phrases or question-based suggestions like, 'I feel...', 'Should we explore...?', 'Would it be useful'.

'I' Statements

'I' statement can be used when you need to let the other person know you are feeling strongly about the issue. Others often underestimate how hurt or angry or put out you are, so it's useful to say exactly what's going on for you, wherein you make the situation appear neither better nor worse.

It is a way to analyze and reframe a situation. The traditional formula is:

I feel _____ (put a name on the emotion and claim it)
when _____ (formulate a nonjudgmental description of the behavior)
because _____ (describe the tangible effects of the behavior).

Speaking in 'I' statements helps people take responsibility for their own feelings and actions. Working through the statement gives them clarity about their feelings and the situation that provoked those feelings. An appropriate 'I' statement made with good intent

- is highly unlikely to do any harm;
- is a step in the right direction;
- is sure to change the current situation in some way;
- "I" statement is not about being polite. It's about being clear;
- it does not result in the resolution it is a conversation opener. It's the opener to improving rather than deteriorating relationships;
- it will not fix what's not working straight away;
- the other person will not respond to you in the same way as to as you want them to immediately.

The best 'I' statement is free of expectations. It is delivering a clean, clear statement of how it is from your perspective. Modeling 'I' statements for students is important. If teachers use the I statement, students will learn this technique and also begin to notice a difference in how they feel when being the recipient of an 'I' statement versus a 'you' statement.

Inviting expressions

Use verbal expressions such as 'Really.', 'Mm - mmmmm.', 'Uh - Huh.', 'Interesting.' and so on to encourage students to talk to you. You can also use stronger expressions like 'Tell me the whole story.', 'Let's discuss it.', 'This sounds like something important', 'What did you do then?', 'What did s/he say when you said that?' as these convey an invitation to say more, and also indicate a real interest on the part of the listener.

Sorting out communication lines

Willingly or unwillingly, you must have found yourselves in situations where

the communication lines have gone faulty and you have to sort out tangles. When you are trying to improve communication lines, it is essential that you must be willing to be **consistent**, **patient** and **ingenuous**. Consistent in oral, written and non-verbal language, patient about achieving results and ingenuous about adopting different strategies to suit changing circumstances. Let us look at some possibilities.

I'm OK - You're OK: It helps to start with the 'I'm OK - You're OK' paradigm described by Thomas Harris book. Give your students, or your superiors the benefit of doubt. Do not attribute biases to them, unless there is definite evidence. While you must have a sense of self-worth, don't be condescending.

Formal communication: In case there is a communication problem, the most obvious starting point is directly speaking to your student, co-worker or senior telling them about your grievances and needs for resolution.

Informal communication: You could invite a student after college hours for a cup of tea and talk to him/her about his/her achievements and activities and informally discuss issues that are of concern. This will enable you to build trust and give the student due recognition.

Asking for feedback: You can ask your students for regular and periodic feedback, as that is the best way to ensure that work and you both move on the right track. Don't have any qualms about asking for feedback and let your ego not come in the way.

Offering suggestions: Offer ideas and suggestions in an objective, logical and non-confrontationist manner. The underlying attitude should be of progress, not put down.

The chosen communication strategy would thus be custom built to suit the institution, the people involved and the circumstances. **Clarity, consistency**, and **ego-free objectivity** would then be the final ingredients in this recipe for successful, productive communication

Summary

Relationships are an essential component of any institution. Teachers can help students by connecting what they say to their previous experience and knowledge. Learning is contextual and one of the most important contexts for human beings is other people. Effective teachers form relationships that are trustful, open and secure, that involve a minimum of control, are cooperative, and are conducted in a reciprocal, interactive manner. There are two types of relationships - professional relationships and personal relationships. The educator must be able to match his/her teaching style and the students' individual needs, expectations and learning style. Relationships are greatly enhanced by the process of communication. Communication is the means through which we send and receive messages. It may be positive, neutral or negative. There are a number of ways in which we communicate that are verbal and non-verbal. They greatly influence how our messages are received and interpreted. There are a number of roadblocks to effective communication and likewise a number of techniques for generating effective communication. In any social situation which involves two or more individuals having to connect with each other, it is important to follow the channels and methods of effective communication, particularly in institutional settings. You were acquainted with these in the course of chapter.

Unit-end exercises

1. Read the situation given below carefully and answer the questions carefully.

There is a group of students in your class who are not interested in the papers you are teaching, they are just attending classes because it is mandatory else they will be short of attendance and will not be allowed to appear for the exam. Their attitude towards life and your paper disturbs you also, as they just sit in class, lost in their own world. Their presence in the class distracts you. You want to do something for them.

- Identify the reasons for their behaviour.
- Formulate a learning programme wherein you can motivate them and get them interested in the paper.
- Mention the objectives of the programme.
- Identify the sources of information and techniques used to gather the information.
- Suggest strategies to enhance their learning and build up their relationship with you.

2. Observe the picture given below carefully and answer the questions given.



- What does the graphic tell you about this speaker?
- List the elements of speaking.
- List the elements of listening.

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3. What aspects would you keep in mind in building up healthy professional relationships.

4. As a teacher, what should your professional and personal relationships with your students be like? Where will you draw the line of demarcation?

Suggested readings

- Deetz, S. A., & Stevenson, S. L. (1986) *Managing Interpersonal Communication*. New York: Harper & Row Publishers.
- Eckstein, D. & Jones J.E., (2001) *Thirty-three Suggestions for Relationships Renewal*, California: The Regents.
- Hall, E. and Hall C. (1988) *Human Relations in Education*, London: Routledge.
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Motivation and Stress Management: Basic Issues and Classroom Implications

8

Introduction

In the earlier three units, you have already studied about the social psychology of institutions, particularly in the context of colleges and universities. You have also been acquainted with basic issues and ideas of classroom management, time management, the importance of communication and healthy interpersonal relationships and how to engage in constructive problem solving for better institutional health and management. The idea was to enable you to develop a theoretical and practical understanding of these issues to facilitate your own relationship and identity with your institution. Also, the objective was to sensitize you to the fact that institutions are not just organizational settings with physical structures and hierarchical arrangements, but are social and psychological worlds in which a number of persons are interconnected. They thus require an understanding which is couched in this dimension as well. Moreover, since as a teachers, you are an important member of your institution, developing attitudes, skills, abilities and insights into institutional life, especially the persons working in the institution is important for you.

In the present unit, the discussion will focus on two key areas: motivation and stress management. Motivation is extremely critical for institutional life, since it gives strength and direction to the development of the institution. It explains why persons do what they do and also proposes strategies to facilitate their participation and involvement. Stress management has been dealt with, recognizing the fact that stress is an integral part of institutional life and so you must know its causal factors, its forms of manifestation and healthy ways of dealing with it. The aim of this unit thus, is to equip you with a sense of understanding, a knowledge base and a set of skills and attitudes which will make you a better manager, organizer and facilitator of your classroom.

Learning outcomes

After working through this unit you will be able to:

- understand the concept of motivation;
- appreciate the various ways in which it is defined and explained;
- realize its importance in classroom management;
- know techniques and strategies to motivate your students;
- identify various demotivators in classrooms and students' lives;

- understand the concept of stress;
- locate the stressors in your life;
- articulate the relationship between stress and performance;
- manage stress effectively.

Concept of motivation

You may encounter a classroom scene wherein some of your students are very attentive, participative, ask numerous questions and submit assignments on time. On the other hand, there may be another set of them who seem bored, disinterested, not able to perform to the expected level and difficult in general. Has it ever struck you, that the basic difference between the two groups may be with respect to their motivational levels. Let us try to define the term **motivation**. Motivation is usually defined as an **internal state that arouses, directs and maintains behaviour**. Psychologists studying motivation have focused on five basic questions to further explain the concept:

- What choices do people make about their behaviour?
- How long does it take to get started?
- What is the intensity or level of involvement?
- What causes a person to persist to give up?
- What is the individual thinking and feeling during the activity?

Answers to these questions bring to the fore the fact that needs, rewards, incentives, goals, desires, expectations and a sense of joy and satisfaction, typically govern the behaviour and choices of human beings. All these can thus be perceived as the manifest forms and causal attributes of motivation. What is common to all of them is that they strengthen, energize and give direction to our behaviour. A number of theories of motivation discuss these ideas in detail, which you will shortly be acquainted with. Before that however, it is important for you to understand that motivation itself can emerge from intrinsic forces, or extrinsic ones, or a combination of the two. Let us try to see what this means.

Motivation that stems from factors such as interest or curiosity is called **intrinsic** motivation. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives, or punishments, because the activity itself is rewarding and gives us a sense of joy.

In contrast, when we do something in order to obtain a reward or incentive, or to gain favour or for a reason which has very little to do with the task itself, we experience **extrinsic** motivation. We are not really interested in the activity for its own sake; we care only about what it will gain us. Sometimes, we are governed, partly by extrinsic forces and partly by intrinsic ones and hence our motivation can be attributed to a combination of the two. Let us now move on to the theoretical explanations of motivation.

Theories of motivation

The theories of motivation are vast and diverse and use different interpretations of motivation which include needs, incentives, drives, goals, ambitions, attribution

and rewards. In some theories the focus is on motives emanating from **within** the learner while others emphasise the motivational power of the **environment**. In some theories an interactionist position is taken. Let us try to understand them along with their educational implications.

Abraham Maslow's 'Need Hierarchy Theory'

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. He saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, they cease to motivate. As per his theory needs are **physiological needs, security or safety needs, social needs, esteem needs** and **need for self-actualization**. These **needs** are found in a **hierarchy** with any one of them being preponderant at a given point of time. Thus where a person lies in his needs structure in this need hierarchy will determine his/her motivation.

Reinforcement theory

According to B. F. Skinner, by designing the environment properly, individuals can be motivated to do anything. He propounded that instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. Skinner states that classroom environment should be made suitable to the individuals and punishment should be avoided since it leads to frustration and de-motivation. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization. Offering rewards and incentives helps to motivate greatly.

Goal setting theory

According to Edwin Locke, specific and pronounced objectives, are achieved faster instead, of vague tasks. The goal setting theory thus states that when the goals to be achieved are set with clarity and at a higher standard, students are motivated to perform better and put in maximum effort. It revolves around the concept of 'self-efficacy' i.e. individual's belief that he or she is capable of performing a hard task. Thus clarity and placing high expectation levels from learners, acquire motivational properties.

Self-determination theory

Self-determination theory propounded by Deci & Ryan, (1985) is of particular importance for college teachers. According to them students have three categories of needs:

Competence which involves understanding how to, and believing that one can, achieve various outcomes.

Relatedness which involves developing satisfactory connections to others in one's social group.

Autonomy which involves initiating and regulating one's own actions.

Most of the research in self-determination theory focuses on **autonomy needs**. Within the classroom, autonomy needs can be addressed by allowing some students to participate in classroom decision making. This is of particular importance for young adults. Features such as the provision of choice over

what types of tasks to engage in and how much time to allot to each are associated with students' feelings of self-determination. According to the theorists, the use of extrinsic rewards, the imposition of deadlines, and emphasis on evaluations detract students from a feeling of self-determination and leads to a decrease in intrinsic motivation. It must be mentioned that supporting student autonomy does not require a major upheaval in the classroom, or that teachers relinquish the management of students' behavior. Small opportunities for choice, such as whether to work with a partner or independently, or whether to present a book review as a paper, poster, or class presentation, can increase students' sense of self-determination.

Students' early attempts at regulating their own work may not always be successful. Good decision making and time management require practice. Teachers can help their students develop their self-regulation by providing limited choices between acceptable options, by assisting through breaking large tasks into sub-tasks and by providing guidelines for students to use in monitoring their own progress.

Weiner's attribution theory

Attribution theory attempts to elucidate how people explain why things happen. Let us try to understand it through the activity given below:

Activity 1

Read the dialogues carefully and answer the questions given below

Case 1

Ravi : 'How much did you get in your macro economics paper?'
Shyam : '45%.'
Ravi : 'Why?'
Shyam : 'My teacher didn't complete the syllabus, could not explain things properly, I could not get decent readings and material, the test was very difficult and most of the things were out of course.'

Case 2

Raveena : 'How much did you get in the school planning and management paper?'
Kareena : '95%'
Raveena : 'WowI am impressed ...What did you do ...give me some tips ...'
Kareena : 'Some people are born great.'

1. According to Shyam, where did the cause of his performance lie?
2. According to Kareena, what led to her getting 95%?
3. What is the sequence of events that have taken place?

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In Shyam's case the events outside of him; external things
In Kareena's case the causality was from within her.
The chain of events that took place was as follows:

Someone asks me, 'Why?'

I provide an attribution.

My future behavior depends on the type of attribution.

Okay, this is real simple

You must have observed that, when someone asks us, 'why questions', we provide either an external attribution or an internal attribution. In the former, we assign causality to an outside agent or force or we assign causality to factors within ourselves. External attribution claims that some outside thing motivated the event. By contrast, internal attribution claims that the person was directly responsible for the event. In a teacher you can control the attributions students make, and thereby influence their future behavior.

Educational applications of motivation theories

Applications of the Need Hierarchy theory

The probability that the basic physiological needs of students coming to college (other than deprived students) have been fulfilled is high, so we will not go in to depth on that issue. Teachers can create a conducive atmosphere in the classroom so that students feel safe and are protected from harm (safety needs). In order to meet the social needs of students, they need to keep a vigilant eye on the interpersonal relationships among students, they need to find out who are the 'isolates' or 'neglected ones' and help them to be socially accepted. They also have an important role to play in helping to satisfy the need for belongingness. At the basic level to make contact with students, the teacher must learn everyone's name. A more active approach would include behaviours such as inviting small groups of students to spend some time with you so that you can have a positive impact on them. This is the basic reason why the University Grants Commission (UGC) has made **contact periods** mandatory from the year 2003. Cooperative group exercises can help convince students that they are a part of the group and are wanted.

The need for esteem

A major need that can be fulfilled in the classroom is that for esteem. The perception that **one is doing well** is very motivating. According to many theorists marks are often the most important motivating device because they directly relate to the esteem needs and are in the teacher's control. Unfortunately, marks will not motivate if they are not seen as achievable. In such situations, marks can be seen as demotivating. **Remedial help, tutoring, and clear class objectives can help ensure that marks will be more motivating than demotivating.**

The need for self actualization

Self actualized individuals have a need to **guide their own destiny**. In class they appreciate the chance to do individual projects and delve into a topic of their choice at considerable depth. Reflective problems and other methods which give them some control over what they do are appreciated. The teacher's

job is to step back and serve as a resource person when asked.

Cognitive needs

Maslow notes that cognitive needs are present throughout the five levels of his hierarchy of needs. There is **joy in learning** and **creating** which can be used to motivate. Teachers must make an effort to remove barriers that prevent students from enjoying learning. The **professor's enthusiasm** can be helpful in this respect.

Attribution theory

Let us study the educational implications of this theory through this classic research study.

Study

Even though this study was done with young students, it's findings can be applied to college students as well. The objective of this research study was to gauge if teachers, can change a student's Math performance or self-esteem with attribution.

First, the researchers used before and after measures of math achievement and self-esteem with the grade students. Second, the researchers developed simple, little scripts for each student. All that the teacher had to do was read the folder provided for each student, then say or write the appropriate statement. Thus, this study was highly automated. Each teacher simply followed the instructions in a pre-planned, scripted way. Third, the researchers had three different kinds of treatment. Students either got the 'attribution' training or they got the 'persuasion' training or they got 'reinforcement' training. The study lasted eight days.

During attribution training, the teachers would say or write to the student:

- 'You seem to know your Arithmetic assignments very well'.
- 'You really work hard in math'.
- 'You're trying more, keep at it!'.

During the persuasion training, the teachers would say or write to the student:

- 'You should be good at math.'
- 'You should be getting better grades in math'.
- 'You should be doing well in math.'

During reinforcement training, the teachers would say or write to the student:

- 'I'm proud of your work'.
- 'I'm pleased with your progress'.
- 'Excellent progress'.

The self-esteem results: After the training was over, all the students had higher self-esteem (on a self report scale). But interestingly, the students in attribution groups had the greatest increases in self-esteem.

This is because in the attribution training, the students were given explanations for their behavior. They were told that their Math performance was due to internal factors ('You are a good Math student, you try hard in Math').

Extrapolation to college students is similarly possible.

Now that we know what motivation is and how it works, let us try to identify the de-motivators in college classrooms. We will begin with an activity.

Activity 2

Read the statements given below and tick whichever statement is applicable to your class.

1. There are situations in which students feel stupid or embarrassed;
2. You provide insufficient evidence of progress and success;
3. You give infrequent or vague feedback;
4. Most of the time you use coercion and manipulation;
5. There are competitive situations in which lack of success is probable or feared;
6. You use sarcasm, put-downs, and criticism to make a point;
7. You exclude students from decisions regarding goals, means, and standards;
8. You provide insufficient examples and models;
9. You do not listen actively, recognise, and praise students;
10. Students perceive the content and tasks to be irrelevant, repetitive, not challenging, or beneath their level;
11. Teaching practices which are adopted are ineffective or mismatched to the learners' style and multiple intelligence needs;
12. You have to bribe the students to work;
13. You assign responsibility and accountability without matching it with authority and autonomy;
14. Students' basic needs are not met;
15. Feelings of hopelessness have developed in the students.

All the above statements are classic de-motivators in the classroom which teacher must avoid.

Factors causing de-motivation among students include:

Lack of relevance: A student may believe that coursework is unimportant and does not relate to his or her life or interests.

Fear of failure: This is the student who feels it is safer not to try than to try and risk embarrassment.

Peer concern: A student may opt for appearing 'cool' rather than competent in the eyes of peers.

Learning problems: The student who struggles to keep pace with peers in the classroom may simply give up in frustration.

Lack of challenge: Apathy toward coursework may stem from assignments that are below a child's ability.

Desire for attention: A student may try to gain the teacher's attention and support by appearing helpless.

Emotional distress: Lack of interest in coursework or ability to focus may

mask anxiety, distress, or depression.

Low expectations: A student's lack of effort may derive from low academic expectations conveyed by parents or teachers.

Expression of anger: A student may perform poorly in college as an act of rebellion against parental pressure to excel academically.

Types of motivation

In trying to know the types of motivation, let us first try to identify the motivational needs which exist in humans. For this we will take recourse to David McClelland's theory. According to him three types of motivating needs can be observed:

Need for **power**

Need for **affiliation**

Need for **achievement**

Let us understand how they operate through the activity given below:

Activity 3

Out of the following, tick what motivates you:

1. You want to influence others.
2. You are social in nature.
3. You want to achieve.
4. You like to control everyone and everything.
5. You try to affiliate with others.
6. You like to achieve whatever goals you set for yourself.
7. You like to be at the centre of everything.
8. You need to cooperate with others.
9. You opt for moderately difficult tasks.
10. You are a good orator.
11. You have faith in people.
12. You are analytical in nature.
13. You are demanding in nature.
14. You are driven by love.
15. You are afraid of failure.
16. Mostly you are forceful in your manners.
17. You like to build a friendly environment around yourselves.
18. You like to take calculated risks.
19. Are very ambitious in life.
20. Receive gratification from harmonious relationships.
21. You enjoy the challenge of success.

You can **score** your results in terms of the key given below and locate what motivates you.

Need for power: 1, 4,7,10,13,16,19 You are motivated to perform if you are given key positions or power positions.

Need for affiliation: 2, 5,8,11,14,17,20 You are motivated by affiliation with others and social recognition.

Need for achievement: 3, 6,9,12,15,18,21 You are motivated to perform when you see some chances of success.

McClelland observed that with advancement in the needs hierarchy, the need for power and achievement increased rather than affiliation. He also observed that people who were at the top, later ceased to be motivated by these drives.

Extrinsic motivators and intrinsic motivators

Extrinsic motivators like rewards, bribes, acknowledgment, recognition, and celebrations are burning topics in the field of education. They refer to any act or thing that is **openly done for or to someone**, with the intent of producing a pre-determined behavior or change in behavior.

Intrinsic motivators in contrast refer to any act or thing the **individual does for himself / herself** with the intent of producing a predetermined behavior or change in behavior.

Given in the figure below are situations catering to both these types of motivation:

Situations when extrinsic motivation is effective	Situations when intrinsic motivation is effective
• In producing behavior or changes in behavior. • helps increase the students' focus on the points, grades, parties, stickers; • helps increase predictable, low-risk behaviors; • result in the students returning to their baseline behavior when they are diminished or removed.	• In promoting self-directed behaviors. • in increasing their focus on desired behaviors; • in facilitating risk taking and complex thinking, creativity, and problem solving; • in improving long-term quality performance; • developing values such as caring, respect, honesty; • integrity, and promoting self-confidence and intrinsic motivation.

Figure 1. Situations catering to types of motivation

Activity 4

Read the statements given below and identify teacher's actions which depict intrinsic motivation or extrinsic motivation in a classroom.

1. Explain or show why learning a particular content or skill is important.
2. Create and/or maintain curiosity.
3. Provide clear expectations.
4. Provide a variety of activities and sensory stimulations.
5. Provide valuable rewards.
6. Give corrective feedback.

7. Provide games and simulations.
8. Set goals for learning.
9. Relate learning to student needs.
10. Help students develop or plan of action.

Scoring

Statements which depict **extrinsic** motivation are: 3, 5, 6. The rest 1, 2, 4, 7, 8, 9, 10 are ways to increase **intrinsic** motivation.

As a general rule, teachers need to use as much more of the intrinsic suggestions as possible while recognizing however that not all students will be appropriately motivated by them. Extrinsic suggestions do work but only as long as the student is under the control of the teacher. When outside of that control, unless the desired goals and behaviors have been **internalized**, the learner will cease to follow the desired behavior and operate according to his or her internal standards or to other external factors.

Strategies for enhancing motivation

Our frame of reference throughout this unit has been the college classroom. Let us take a look at strategies to enhance the motivation of the learners within it.

Challenge the Students

Students should be allowed opportunities to undertake real challenges and encouraged to take intellectual risks. This gives them an opportunity to discover the relationship between effort and success, between success and motivation, and to develop a higher self-concept. If the students do not see the need to make an effort, they sometimes will not bother to make one.

Build on strengths first

Students should be given an opportunity to use their talents to achieve success by developing their strengths. This will enable them to learn how to improve other skills (teach to specific needs). When the primary focus is on student weaknesses, students are spending much of their time being unsuccessful, and practicing what they do badly. This lowers self esteem and lowers motivation.

Failure is demotivating. Success is motivating when students understand why they are succeeding and are able to develop their confidence and competence.

Offer choices

Encourage students to make decisions as this will ensure that they are more likely to accept ownership and control of the results. This fosters responsibility, they learn a great deal about the consequences of their choices and learn to value themselves and their own decision-making ability. Students' talents and interests should be identified and used whenever appropriate, to motivate them.

Provide a secure environment

Learning how to deal with failure is critical for developing motivation and successful learning. Students should learn that they can and must learn from

their mistakes. Fear of failure sometimes causes students to deliberately sabotage their own efforts because deliberate failure is easier to accept than the failures to which they fall victim.

Teach them how to make their tasks more manageable

Narrowing or broadening the topic to a challenging but manageable size is very important for developing motivation. Challenging tasks can be made more manageable by breaking them down into smaller parts and prioritizing the steps. As the successes mount up, students begin to recognize their own enthusiasm for learning.

Use rewards and punishment with caution

Rewards are most effective when used with lower ability or unmotivated students when they are used for a short time only. Rewards should never be used over a long period, or increased for increased expectations. Decrease the rewards as soon as they begin to become effective. Long use only reinforces the external control, the real reward for good work must eventually become the satisfaction derived from effort and success.

Help students develop an internal locus of control

Students who feel they have the power to control some events in their lives are more likely to become self motivated than students who see themselves as powerless. Students who have been loved too much, controlled too much, given too much power too early, rescued and/or blamed too often tend to be manipulative.

Use ambiguity occasionally

Students should be given opportunities to learn strategies for dealing with ambiguity and or frustration. Brainstorming with someone else is an excellent strategy for looking for alternative interpretations of and solutions to the problem of ambiguity.

Offer open-ended activities to develop creativity

Give students opportunities and strategies to develop their creativity. When their creativity is engaged they perform with higher motivation. Challenge them to construct original and creative products to support their written reports.

Teach students to evaluate themselves

Provide opportunities for self evaluation as the ability to realistically evaluate one's own performance, is empowering, highly motivating and improves with practice. Self-evaluation needs to address the questions: "What was done well?" and "How can it be improved?" It is far more powerful for students to recognize the answers to these questions than it is for them to be told the answers.

Apart from these specific strategies, creating a learning-focused classroom where due care is taken to ensure that teacher characteristics, climate variables and instructional variables acquire motivating properties, are also recommended. This can be presented diagrammatically as follows:

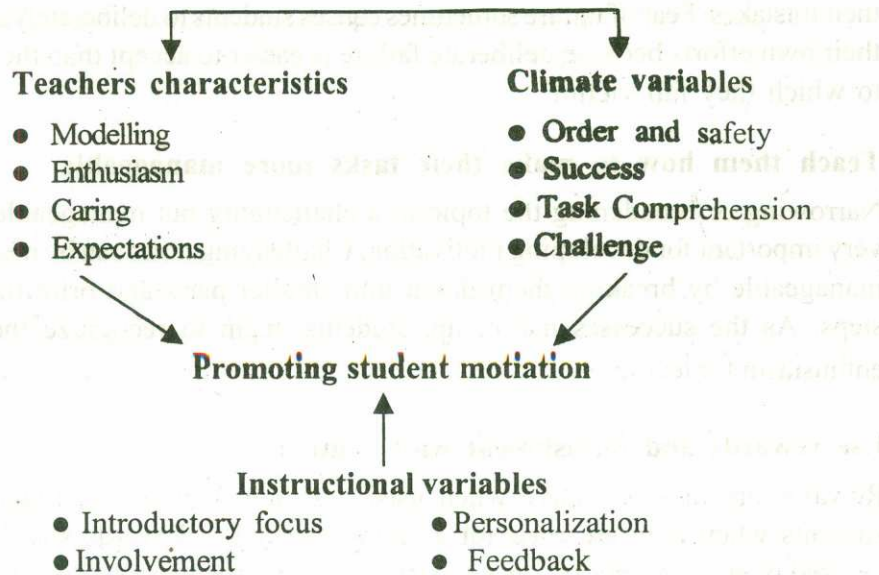


Figure 2. Learning focused classroom

Understanding stress

Stress is the uncomfortable gap between how we would like our life to be and how it actually is. It causes both discomfort and unhappiness, and is the experience of feeling low and pressured. **Stress** is thus a **cause**, an **effect** and an **experience**. Stress may take the forms of an anxiety, fear, frustration, helplessness, depression, pressure, tension etc. We find ourselves asking questions like 'Where will it all end?', 'Nothing seems to work!', 'I feel helpless to stop this!', 'No-one seems to care!', 'What have I done to deserve this?'.

All these are manifest forms of stress. Stress is a **natural, ongoing dynamic** and **interactive** process that takes place as people **adjust** to their environment. The word 'stress' is derived from the Latin words **strictus** which means 'tight' or 'narrow' and **stringere** which means 'to tighten'. These refer to the internal feelings of constriction that many people feel when they are experiencing stress. In defining stress three approaches exist; stress as a **stimulus**, as a **response** and as an **interaction** between the two. This idea has already been explained.

Although the general orientation of stress research is to consider unfavourable outcomes, stress experiences may also facilitate the development of effective, varied coping behaviour, increased personal resources and lead to a sense of competence in development. The term **eustress** was popularised by Selve, a stress psychologist, to connote stress caused by **positive occurrences**. According to him, not only aversive events but also events that appear positive, may be stressful because they involve changes to which people must adapt. A certain level of stress is required for our well being, without which we cannot function properly as individuals. Too much stress however can disrupt performance and cause various physiological and psychological problems. The negative form of stress is called **distress**. We tend to be much more pre occupied with our distress experiences and usually interpret stress as distress.

Let us now try to see how stress relates with performance.

Relationship between stress and performance

This knowledge is essential for educators, as it will enable them to draw out students' potential, as well as give their best to students. The graph below shows the relationship between stress and the quality of performance when the individual is in situations that impose short-term stress. Short term stress refers to stress which is of less time duration.

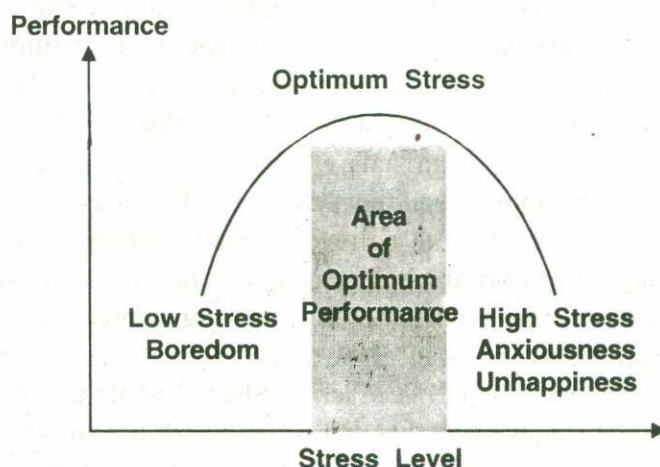


Figure 3. The relationship between stress and performance

If the level of stress is low, individuals may find that their performance is low because they are bored, lack concentration and motivation. In contrast, if the stress is too high, their performance can suffer from all the symptoms of the short-term stress reaction. The zone of best performance is when there is a moderate level of stress. If the individual is at this level, then he/she will be sufficiently aroused to perform well without being over-stressed and unhappy. Let us see how this works in real life situations in colleges and other professional institutions.

Activity 5

Study the cases presented below and answer the questions based on them.

Case 1

Shivani has a teaching load of 22 hours. Besides this she has 4 students doing their masters dissertation. Each student needs at least an hour in a week to discuss their research work with her. Besides this, she is called as a guest speaker by a number of institutions to address their students or staff on current issues. She is also on the board of the college magazine and the admission committee. She has two small school going kids, her husband has recently lost his job, they have to live on her salary and so they can't afford a maid. Shivani has to get up early in the morning, complete all her household chores, send her children to school, get ready and leave for her 9 am lecture. Lately, she has been feeling exhausted, has lost her appetite, gets headaches, is unable to sleep and she cries a lot. She gets alarmed and frustrated easily and has become irritable and cold towards her students in college and her children.

Reflect and analyse:

1. What is happening to her?

2. What are the sources of her problems?
3. What should she do, in your opinion?

Case 2

Dimple has recently been appointed as a lecturer in a prestigious co-educational college. She was joyous and elated with her appointment. However her joy was short lived, for as soon as she started taking classes, she found that she was unable to answer students' queries, no one paid attention to what she was teaching, she would spend hours preparing for her class but the students would pay no heed to her and did as they pleased. Her colleagues too were not friendly; they would talk ill about her and give her a cold shoulder every time she approached them for help. Her ideas were criticized and devalued. She hates coming to college, wants to resign but knows that positions in higher education are hard to come. She is unable to sleep at night, she feels thirsty the whole day even during winters, gets fatigued without doing much work, feels nauseous, dizzy, there is a general weakness, often complains of chest pain and headaches. She is unable to pay attention or concentrate, forgets things easily, has difficulty identifying objects or people, is unable to solve simple problems, gets agitated and irritable. She feels like eating the whole day, especially sweets and fried things.

1. What is happening to her?
2. What are the sources of her problems?
3. What should she do?

Case 3

Rajiv recently lost his father. He is the only son and has to support his mother and his 5 sisters. He is unable to complete his assignments, he does shoddy work, is frequently absent from class, seems agitated, does not interact with his friends and gets angry easily. You are concerned about his behaviour and want to help him.

1. How will you approach him?
2. What do you think are the stressors in his life?
3. What are the ways of coping that you can suggest to him?

Stressors and their identification

Stressors are events or situations to which people must adjust. Stressors may be physical or psychological in nature. A stressor can challenge the person to work more effectively, or it could lead to a host of harmful effects like psychosomatic diseases, negative emotional reactions and maladaptive behaviour as was seen in the case exemplars which you just worked upon. Stressors may be classified as mild (few seconds to a few hours), moderate (hours to days) or severe (weeks, months or even years). Their degree of intensity is also reflected in the nature of impact which the stressor has on the person's well-being. The sources of stress are many. They arise from multiple areas both within the individual and from the environment. Let us now try to see how we can recognise them.

How to recognize stress

Stress manifests itself through a set of perceptible symptoms.

These stress symptoms include mental, social, and physical manifestations. Some of them are presented in the figure below:

Emotional disturbance	Physical disturbance	Cognitive disturbance	Behavioral disturbance
● Fear ● Guilt ● Grief ● Panic ● Denial ● Anxiety ● Agitation ● Irritability ● Depression ● Intense anger ● Disorientation of time, place or person ● Heightened or lowered alertness ● Emotional outbursts ● Loss of emotional control	● Chills ● Thirst ● Fatigue ● Nausea ● Fainting ● Twitches ● Vomiting ● Dizziness ● Weakness ● Chest pain ● Headaches ● Elevated blood pressure ● Rapid heart rate ● Muscle tremors ● Greater production of adrenaline ● Faster blood clotting ● Reduced blood flow to stomach & abdomen ● Tensing of muscles ● Inefficiency of immune system ● Visual difficulties ● Profuse sweating ● Difficulty in breathing ● Grinding of teeth	● Confusion ● Nightmares ● Uncertainty ● Hyper vigilance ● Suspiciousness ● Intrusive images ● Blaming someone ● Poor problem solving ● Poor abstract thinking ● Poor attention/decisions ● Poor concentration/memory ● Difficulty identifying objects or people ● Increased or decreased awareness of surroundings ● Feeling overwhelmed	● Withdrawal ● Antisocial acts ● Inability to rest ● Intensified pacing ● Erratic movements ● Change in social activity ● Change in speech patterns ● Loss of or increase in appetite ● Hyper alert to environment ● Increased alcohol consumption ● Apprehension, change in usual communications ● Emotional shock

Figure 4. Different stress symptoms

However, it is only when these symptoms persist or interfere with the well being of an individual that they can be considered that they can be considered manifestations of stress.

Concept of stress management

Stress management is the ability to maintain control when situations, people, and events make excessive demands.

Activity 7

Reflect and think:

1. What do you do to manage your stress? What are some of the strategies that you use?

The strategies that you use are actually your ways of coping.

Lazarus and Folkman (1984) have recognized two classes of coping: problem-focused coping and emotion-focused coping.

Problem-focused coping involves planned actions to bring about a change in the stressful conditions by acting on the environment or on oneself. Some of the strategies used in this type of coping are active coping (where the individual actively attempts to remove a stressful situation), planning, confrontational coping, and suppression of competing activities. **Emotion-focused coping** involves attempting to reduce the emotional distress associated with a stressful situation without actively trying to change the situation itself. This could include acceptance of reality, positive reinterpretation, searching for alternative awards, tension reduction, wishful thinking, and denial. Based on these approaches, there are several techniques of stress management. Let us now try to know them.

Techniques of stress management

The techniques of stress management range from simple self help techniques to more elaborate ones involving seeking help from others. Let us now try to understand them.

Look around

See if there really is something you can change or control in the situation.

Learn how to best relax yourself

Meditation and breathing exercises have been proven to be very effective in controlling stress. Practice clearing your mind of disturbing thoughts.

Remove yourself from the stressful situation

Give yourself a break if only for a few moments daily.

Set realistic goals for yourself

Reduce the number of events going on in your life and you may reduce the circuit overload.

Don't overwhelm yourself

Don't overwhelm yourself by fretting about your entire workload. Handle each task as it comes, or selectively deal with matters in some priority.

Selectively change the way you react but not too much at one time. Focus on one troublesome thing and manage your reactions to it/him/her.

Change the way you see things

Learn to recognize stress for what it is. Increase your body's feedback and make stress self-regulating.

Avoid extreme reactions

Why hate when a little dislike will do? Why generate anxiety when you can be nervous?

Why rage when anger will do the job? Why be depressed when you can just be sad?

Do something for others

In order to help get your mind off yourself.

Get enough sleep

Lack of rest just aggravates stress.

Work off stress

Get ride of stress with physical activity, whether it's jogging, tennis, gardening.

Avoid self-medication or escape

Alcohol and drugs can mask stress. They don't help deal with the problems.

Develop a thick skin

The bottom line of stress management is 'I upset myself'.

Try to 'use' stress

If you can't fight what's bothering you and you can't flee from it, flow with it and try to use it in a productive way.

Try to be positive

Give yourself messages as to how well you can cope rather than how horrible everything is going to be. Stress can actually help memory, provided it is short-term and not too severe. Stress causes more glucose to be delivered to the brain, which makes more energy available to neurons. This, in turn, enhances memory formation and retrieval. On the other hand, if stress is prolonged, it can impede the glucose delivery and disrupt memory.

In an institutional setting, the sources of stress can be multiple and also involve a number of persons. It is best to use self-help techniques in such a set-up. **Channelisation, Sublimation and Diversion of Attention** can also be very useful in this regard. In fact, as number of self-counseling techniques can be used very meaningfully. These include **disputing irrational beliefs, thought stopping negotiations, re-framing, self talk and cognitive re-visualisation**. All these techniques are based on the belief that young adults are both **experiencing** and thinking beings and hence thinking abilities can be used constructively and strategically to deal with problems and difficulties in one's life situation. They will be explained more elaborately in Block IV.

Summary

Stress is a ubiquitous phenomenon in daily life. It is a natural, ongoing, dynamic and interactive process that takes place as people adjust to their environment. The term is commonly used by the general population to refer to various events that individuals find taxing. However, stress experiences may also facilitate the development of effective, varied coping behaviour, increased personal resources, and lead to a sense of competence in development.

Stressors are events or situations to which people must adjust. Stressors may be physical or psychological in nature. Stress management is the ability to maintain control when situations, people, and events make excessive demands. Stress reactions are the physiological, psychological and behavioural responses that people display in the face of stressors.

Unit-end exercises

1. Interview a group of students to identify their motivational patterns. Classify these into intrinsic or extrinsic.
2. For learning to be effective, it is believed that students should be intrinsically motivated. Do you agree? Why?
3. Reflect on your own needs structure. Identify the dominant needs in yourself at present. How do they affect your motivation.
4. What are the common, sources of stress in students' lives? Can you think of a categorization plan for them?
5. Managing stress is very much a matter of self help. Do you agree? How? Discuss with the help of suitable examples.
6. Why is stress management an important component of classroom management?

Suggested readings

Batra, P. (1997) *Simple Ways To Manage Stress*, New Delhi: Think Inc.

Covey, S. (1989) *Seven Habits of Highly Effective People*, New York: Simon & Schuster.

Gale (2001) *Encyclopedia of Psychology*, (2nd ed.) Gale Group.

Woolfolk, Anita (1999) *Educational Psychology*, New Jersey: Prentice Hall.

NOTES



NOTES



It would be of interest for you to know that, for the purposes of career advancement, the UGC has recognized the PGDHE as being equivalent to one orientation programme for teachers from all disciplines except education and equivalent to two refresher courses for teachers from the discipline of education.

