

STUDY ON PSYCHOLOGICAL-BASED EFFECTIVE TEACHING-LEARNING PROCESS AND CLASSROOM MANAGEMENT IN TECHNICAL AND VOCATIONAL INSTITUTIONS

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ABSTRACT

The purpose of the study is to know how effectively a teacher can teach in classroom situation in technical & vocational institutions. Teaching is a process to deliver the concept for effective learning. Each person learns from his own efforts and experiences. What a teacher should do at a particular moment is not something that can be determined from any scientific formula. A teacher is a best leader to teach effectively by knowing the psychology of the students depending on the classroom situation. It is a result of thoughtful decision by the teacher himself, made in the light of all he knows about how people learn what his students already know and are ready to learn. Successful teachers, like other artist, develop their own ways of getting the results they seek. All teachers have the common desire to guide their students in experiences that will result in effective learning.

Keywords: Psychology, Teaching-learning process, Technical and vocational institution

INTRODUCTION

Today's world is witnessing an explosion of knowledge and a phenomenal development in technology. Teaching is the most challenging and most rewarding profession. The modern teacher is a facilitator: a person who assists students to learn for themselves. All of the students will be at different stages is individualized to suit individual requirements and abilities. The real rewards of the true teacher is that he feels in watching his students grow in their understanding of themselves and of their world, in seeing them develop self-reliance, initiative, sense of responsibility, in observing their learning of the facts, skills, habits, and attitudes that are involved in becoming constructive citizens in a modern world.

As teacher, one cannot expect any two of his/her students to act to speak, or to feel in exactly the same way about any experience person. Although no two individuals are exactly alike, there are some great similarities in all human beings.

A good teacher can play important roles in the learning of an individual. He can; (a) observe the individual and try to understand his/her present abilities, interests and needs; (b) stimulate and encourage him/her to explore them further; and (c) help to provide further experiences of such a nature as he can probably use in satisfying the needs and curiosities he feels at the moment.

When an individual makes the appropriate response to a situation and promptly feels a glow of satisfaction in having achieved a result he/she desired, learning takes place.

The most important factor in each instance of learning is the feeling of satisfaction felt by the learner as a consequence of his/her having achieved a desired result, solved a problem, met a

need, satisfied a curiosity or relieved a tension. Each individual learns as a result of his own efforts and success. No teacher can learn anything for the student. The teacher's task is to understand and encourage the individual, to watch for a "psychological moment", when he has a high degree of readiness to learn a specific response, to guide him into the marking of the response, and then to reinforce his natural satisfaction in his own success. A teacher can be sure of an individual's "readiness to learn" only by knowing that he has a strong purpose or feeling of need that would be satisfied by making the response to the situation, and by knowing that he/she can recognize the situation and can make the appropriate response.

Learning may or may not be useful in new situations. Whether one wants to learn or need to learn makes a difference in whether he/she learns or not. Almost anyone can give offhand answers to what learning is to the psychologists and educators such answers are not good enough. Educators on the basis of their knowledge and understanding of learning, set conditions and guide the activities of the learners so that learning which is contributory to educational goals is most likely to take place.

BACKGROUND AND LITERATURE REVIEW

There are five main theories of learning. One psychologist Mc Connel made a detailed analysis as to why there are different theories of learning. He concluded that the following items were important: a) the different kinds of tasks learned in observational or experimental situations; b) the different terminology used, with the connotations that these terms have; and c) the emphasis placed on certain features of learning to the exclusion of other features. Each of the theories of learning still have validity for some one or more varieties of learning, it not for all.

The five main areas of learning theories are Behaviorism, Neo-behaviorism, Gestalt, Cognitive Development, and Humanists.

The Behaviorists.

The origins of behaviorism are in the early 20th century. At that time, it was thought that human activity or learning could be predicted and explained by studying the behavior of animals. The essentials of the work involved animals responding to stimuli, that is stimulus-response (S-R). The learning model became more refined with the study of the effect of conditioning.

Pavlov, one of the early workers in the field, proposed the hypothesis of conditioned learning and used experiments with dogs to provide evidence to support the hypothesis.

Watson, another of the early workers in the field, thought that sensations, feelings and instinct were not a necessary part of the study of learning. The only area of interest is what the 'subject' is doing in response to the stimulus. He rejected the concept of memory.

Both Pavlov and Watson have been criticized as they were considered to only think in mechanistic terms and extrapolated the results of their work with animals to predict human behavior. Stimulus-Response, however, is quite a powerful action as we all know when we smell our favorite food cooking.

The Neo-behaviorists

Tolman, Kinner and Gagne are the best known neo-behaviorists. They provide a more human perspective in that they considered the human mind to be selective in its actions and not simply responsive to stimuli. Tolman's work showed that he felt that human use their beliefs and

feelings when responding to stimuli and that there is a need to consider the whole rather than isolated stimulus response incidents.

In other words, humans seek a purpose and people have a “cognitive map.” This is a set of relationships appropriate to different stimuli. So the student has to fit new learning into a pattern that is 'what leads to what'. Motivation comes into learning theory according to Tolman. The importance of a logical learning sequence is shown and the students need to apply their new learning in order to test its validity.

Skinner placed great importance on “operant conditioning” where an operant is a series of actions which a learner completes. Through reinforcement of the learning, the learning quality becomes greater. Skinner's approach was highly structured. He stated that teachers need to identify what learning they wish to take place and then select “reinforcers” which will help to maintain the desired behaviors.

Gagne recognized that the design of the teaching had to match the type of learning that was taking place. He listed eight learner characteristics which would influence the way in which the “instruction” would take place. His eight types of learning are:

- a. **Signal Learning** - learner associates exact response to stimuli.
- b. **Stimulus-Response Learning** - learner associates exact response to stimuli.
- c. **Chaining** - learner acquires a number of S-R bonding as, for example, in changing a car wheel.
- d. **Verbal Association** - verbal chains are acquired.
- e. **Multiple Discriminations** - learner discriminates between apparently similar stimuli and makes the correct response.
- f. **Concept Learning** - concepts are classes of stimuli and the learner can recognize these classes.
- g. **Rule Learning** - chains of two or more concepts often called “principles” or “laws”.
- h. **Problem Solving** - the discovering of relationships where rule learning is applied.

Gagne suggests that these eight types of learning are in a hierarchy with the lower types being needed as prerequisites for the higher ones. He also suggests that it is valuable to have a sequence to instruction and such a sequence can usefully be based on the learning types. This, he suggests might be:

- i. inform the students what they are expected to do, that is, tell them the objectives;
- ii. question the students to find out what they know already, that is, determine their entry behavior.
- iii. use cues to form the chains of concepts or rules.
- iv. question students so that they can demonstrate their learning;
- v. ask students to make a verbal statement of the rule.

The Gestaltists

“Gestalt” comes from the German word used for pattern or structure. This indicates that the Gestaltists are interested in the overall perspective as opposed to the behaviorists who are concerned with a series of incremental actions. In other words, the whole is greater than the sum of the individual parts; it is the pattern which is important. Understanding, according to

Gestaltists, is based upon insight. Insight has a particular meaning to those of the Gestalt school. It is when the student suddenly becomes aware of the relevance of the behavior or learning. The characteristics of insight are that the solution to a problem comes suddenly, the solution can be applied to similar problems in different contexts and the solution can be retained over a period of time.

Gestalt psychology has some basic laws which are of interest. They may well be evident from one's own teaching.

a) Figure-ground relationships.

Perceptions are organized into figures or features which stand out from their back ground. As you look at this page, the print is, as you think, the key part, but the spaces are just as important.

b) Contiguity

Proximity in time and space influences how we group things. The closer they are, the more likely they are to be grouped and linked together.

c) Similarity

Items which are similar tend to be grouped or classed together.

d) Law of Pragnanz

Figures will be perceived in their best possible pattern of form.

e) Closure

Figures, or items, which are incomplete, may be perceived as complete because we tend to complete the figure or 'fill in the gaps'

f) Transposition

Patterns and figures may be distorted or changed to some degree but they can still be recognized.

The Cognitivists

Behaviorists place their focus on the task and the Stimulus-Response model. The Cognitivists, on the other hand, place their focus on the students and how they gain and organize their knowledge. Students do not merely receive information, but actively create a pattern of what it means to them.

Dewey defined learning as "learning to think" and the process of learning is not just doing something, such as a task, but reflecting and learning from this.

The teacher is the key to Dewey's work because, he says, the teacher must plan for reflective thinking to take place. Education being firmly linked to social growth was one of Dewey's main claims.

Burner considers the learning process as the acquiring of new information, transforming that learning with regard to existing knowledge and then checking it against the new situation. So, knowledge is a process rather than a product. Models are constructed by the learner which explain the existing but can also predict what might be.

Burner sees the teacher's role as one of facilitating the student's own discovery - known as 'inquiry training'.

The Humanists

The Humanist school of Psychology was developed as a reaction against behaviorism because its proponents saw behaviorism as reducing the concept of the human being. The person was seen as being worthy of dignity and teachers needed to develop qualities of worth and self esteem. This involved helping every person to make the most of themselves that they could.

Maslow is best remembered for his work on motivation. His hierarchy of human needs is well known, and is a feature of many management books. Essentially, Maslow states that needs must be satisfied before effective learning can take place. If a student is tired, cold and hungry, then the quality of learning will be reduced.

Rogers' thinking is similar to Maslow's. He felt the need to place the student at the centre of the learning process through active self discovery rather than having to respond to stimuli. He stated that humans are essentially 'good' and that they have a desire to develop and grow. The job of the teacher, in his view, is to generate the conditions and environment for students to develop their own self concept.

The implications for a teacher is to decide which approach best suits his/her students and subject and to organize our accordingly. That is not to suggest that the teacher will only use one approach; at different times and with different students he/she may use a combination. Indeed, often the curriculum materials lead to a combination.

IMPLICATIONS OF THEORIES TO CLASSROOM PRACTICES

Classroom Management

Sometimes teachers and students see things differently and the differences in perception between the teacher and the students contribute to discipline problems. Mostly the differences have their origins outside the class and this affects their relation with the teacher. In order to reduce those differences the teacher should have the qualities of an effective and good teacher. "In order to be effective, teachers must be proactive facilitative, imaginative classroom managers" (Henson & Eller, 1999, p. 405). Unfortunately many beginning teachers lacked even the most basic management skills. Smith (1995, p. 89) expresses that "what makes a teacher good, is the organization of a classroom and the techniques involved rely heavily on the teaching 'style'. He looks what should happen in an ideal classroom by attempting to identify "good" and "bad" teaching style". Also, there is a common notion that the better the teacher and the more effective the classroom, the higher the quality of teaching and learning process. This is primarily concerned with the management of pupils and resources within the finite space of a classroom and is concerned with the following (Smith, 1995, p. 89):

- i. Pupils should be involved in the work they are doing and 'own' part of it because they have been involved in the planning process.
- ii. What the pupil brings to the task has been noted and taken into account, thus helping to match the task to the pupil.
- iii. There are opportunities for framing and solving problems.
- iv. Each pupil is helped to make sense of the world they live in.
- v. Pupils are encouraged to work co-operatively in groups. When the short-term curriculum planning is organized, targets and outcomes are built into the programmed together with the flexibility necessary for pupils' individual needs.

- vi. One of the teaching styles used is that of facilitator, so that pupils do not rely on adult help all the time.
- vii. Record-keeping is thorough and realistic.
- viii. The curriculum has breadth and balance

Effective classroom managers establish a guideline for keeping lesson more active in classroom situation:

A. Setting Rules

Effective management requires proactive teachers to define their expectations for their students. Therefore the teachers should communicate her/his social and academic expectations at the beginning of the school year. Many teachers find it necessary to establish a list of rules that classifies their expectations from student behaviors. There are some properties of a list of ruler (Henson & Eller, 1999; 410-1): a) Establish the list during the first few class meeting, b) Keep the list short, c) Include only these rules that you consider necessary to be prepared to explain why each rule is needed, d) State each rule simply, e) Involve students in setting rules, f) Focus on student behavior need to achieve lesson goals, g) State consequences for breaking rules, h) State rewards for the follow in rules.

Although this list is teacher's responsibility but the students should be involved, too. Such involvements can motivate the students to obey and accept the rules. But most of the teachers don't involve the students because they think they give the control of the authority to students. On the other hand by involving the students on the list, the goal of self-discipline can be established.

B. Wittiness

The teacher whose students are at high level of achievement, do not wait for the trouble to disturb and then respond to the undesirable behavior. Also there teachers are aware of events that can occur during a classroom day. A teacher's ability to be aware of events occurring simultaneously in the classroom called wittiness.

C. Overlapping

The teacher's ability to manage more than one classroom activity at a time is called overlapping. Effective teachers can manage this. While the teacher is working with one group, he/she has the ability to attend to other students. Also these teachers use management tactics while conducting the activities. Teacher can effectively overlap by pausing momentarily to comment on each student's work and by periodically looking up and controlling the class.

D. Lesson Momentum:

Kounin (1970) found that the best classroom managers were careful to keep the lesson moving at a brisk pace. Inappropriate student behaviors increase when the lesson becomes boring. Effective teachers set a time limit for the task so that they motivate students.

Most of the inappropriate behaviors result from ineffective instructions so that teachers use verbal and nonverbal technical skills as a part of effective instruction.

i) Verbal Skills

Set Induction

Students often disturb their classes because they do not understand the lesson. The beginning of each lesson is important because this time is the foundation for understanding so that the rest of the lesson is established. Consequently effective proactive teachers get the attention of students before starting the lesson.

Technical teachers use to get all the students' attention is collectively called *set induction* (Henson, 1996). This skill is several ways. For example, teacher can start the lesson by telling interesting stories about the lesson. Other teachers start the lesson setting the instructions about the lesson to get the attention of students or the teachers speak softly that the students listen carefully to hear.

Voice Control

Teachers can communicate verbally, if they are heard so that sufficient vocal volume is crucial. Unfortunately many teachers find it difficult to overcome the voice control at elementary and secondary classrooms. On the other hand, most of the teachers can overcome the voice control problem by taking a few simple precautions. In order to correct this faulty the teachers must comment their questions to the students in the back of the classroom or farthest from you. With another method, by arranging the class in semicircles every student can hear the teacher sufficiently.

Varying Instructional Methods

Young students typically respond positively to stimulation and *variety* in the classroom curriculum (Henson& Eller, 1999; 413). The variety of activities in the lesson increase student participation, attention and motivation. When planning to avoid classroom management problems, the teacher use the same method. They prepare a variety of activities and alternatives into their lesson to prevent student behavior problems and to motivate the students. The activities are varies that such as lecture, games, discussions, group work studies, Also a variety of media can help such as TV, computer, radios, CD player, etc.

ii) Nonverbal Skills:

Time on Task

Students, who are busy doing a task don't cause inappropriate behaviors or disturbance. The difference in amount of time spent on task varies from school to school. According to Henson & Eller (1999, p. 414), a distinction should be made between assigned time and engaged time: for example the students could be assigned the last 15 minutes of the period to work problems only an average of 2 minutes; the time on task should be the teacher's focus. Effective teacher's first plan assigned time and the engaged time.

Eye Contact

While teachers are speaking, they focus their attention on their notes, textbooks, or they may look on the floor, ceiling but not to students. But they don't know that direct eye contact tells the students that the teacher knows what they are doing. In order to improve eye contact the teacher may use few notes and plan, a few very general states or use overhead projector so that he/she

will not lose the control of the students. While using blackboard the teacher turn his/her back so that loses the control.

An effective proactive teacher spends much time on preventing problems rather than solving problems. But there are times when teachers face trouble.

CONCLUSION

Educational psychology is a vast landscape. Learning is about change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. Education opens the door to the future. The biggest hurdle to progress is the illusion of knowledge. There is always something more to learn, something new to discover. Knowledge of educational psychology helps the teacher to be more effective in their class. There is much educational reform taking place, and reform is likely to continue. It is an exciting time to become a teacher because of many new developments. It is also very important to encourage the parents to be partners with the teachers in educating the learners.

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