

TEACHER AUTHORITY IN SCHOOL

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Abstract. *The purpose of education is to initiate the young into the different ways in which, over the centuries, men have organized their experience and understanding of the world. This initiation depends upon the ability of teacher to explain and inspire, and on the willingness of the young to engage in this enterprise with a proper humility. The discussion on the role of authority in knowledge development and the subject of lack of teacher's authority is in great tension. The role of the teacher has changed, authority, a fundamental part of the teaching-learning process, is a problematic and questioned by society, the media, parents and students. Due to the fact that the teacher is in the role of the manager of the class, they require power in another form, the authority to influence student behavior. This could be termed teacher authority. Power and authority are central features of teachers' work. Many studies of teachers emphasize the impact that teachers have on students. Legitimate teacher authority is fundamental to effective teaching, but is often a thorny issue that teachers need to grapple with when teaching in modern teaching contexts.*

The main goal of the article is to analyze the teacher's authority and the pedagogical act in the situation of social change.

Keywords: *social change, role of education, power, teacher authority.*

Introduction

The world we leave to our children depends in large measure on the children we leave to our world. The world's hopes for the future rest with today's young people and their readiness to take up the challenges of the coming century. On the threshold of the twenty-first century, the education of the young has never been more in need of our commitment and resources. Our teachers have never been more crucial to our collective future.

The young generation is entering a world, which is changing in all spheres: scientific and technological, political, economic, social and cultural. The outlines of the 'knowledge-based' society of the future are forming. The status of education is changing: once seen as a factor of unity and integration within societies, capable of overcoming social and economic differences and distinctions, it is increasingly becoming a source of such differences and distinctions between societies in a global economy which rewards those who possess more advanced skills and limits the opportunities of those who do not. Perceptions of the scope of education also are changing as societies come to

recognize that ‘the time to learn is now the whole "lifetime", not just during the period of childhood and youth.

Education is significant social institution leading the individual to empowerment and social- emotional development. As a human being man cannot live without association, without social relationships. In these interactions we learn and adopt values, attitudes and build behavior models. Education is a process of guidance and leadership. Education should prepare learners for future challenges. The person who offers the guidance, judgment and knowledge is the teacher.

Teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can give advice on various affairs in the community. Bourn (2015) believes that education is all built on the assumption that learning is closely linked to personal and social change. Within these discourses and practices, the role of the teacher as the agent for promoting these changes is often assumed but rarely discussed as to what it means. The discussion on teachers’ loss of authority is today taking on a totally new dimension. From the former “man of repute” who, while not necessarily well-paid, was at least seen as a person above suspicion and beyond criticism, the teacher has become a service provider mistreated both by the media and by his students.

The aim of this paper is to analyze major guiding concepts to explain the teacher authority and interaction in pedagogical act in the situation of social change.

This leads to the following research questions:

- 1) What major guiding concepts have been the focus of research in the context of teacher authority, the interaction in pedagogical act in the situation of social change?
- 2) What are the main conclusions about the teacher authority in modern school?
- 3) What research methods have been used to explore teacher authority?

To explain teacher authority, this study aims to carry out a Systematic Literature Review (SLR) to analyze the articles available on the EBSCOhost web database, with the results of the research on the teacher authority and teacher role in modern school. The purpose of this paper is to provide a further development of the analysis of the concept of authority where it applies to education.

This article focuses only on full-text articles available on the EBSCOhost web search platform that were published in English in peer-reviewed journals. Selected studies were published in the period from 2009 to 2018.

Method

Systematic review of the published research was undertaken between March and December 2018 in EBSCOhost Web search platform. In the first phase initial key words were identified from the researchers' knowledge of the field. These included: teacher authority, modern school, teacher role, power relation, student teacher relationships, teacher competency.

The next step was reading of abstracts, articles to use thematic analysis principles in the analysis of articles to analyze the content of the selected articles (Braun & Clarke, 2006). Each article has been read several times in order to get range of pattern in the article and the methods used in obtaining evidence. Author read the articles and marked the topic information which need explicitly to be considered and discussed, then the obtained results were summarized and discussed.

Results

Results were analyzed in accordance with the defined criteria: research methods used, theme patterns and nature of evidence. There was analyzed content of 11 articles.

Research methods used. Author, starting the analysis of the selected articles, wanted to find out what kind of research methods were more frequently used when analyzing the teacher authority in the pedagogical process (see Table 1).

Table 1 A categorisation of the research methods

Research methods used	Articles involving this research method
Questionnaires	Esmaili, Mohamadrezai, & Mohamadrezai, 2015. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Khany & Tarlani-Alibadi, 2016. Hen & Goroshit, 2016. Elliott, 2009. Warren, 2016.
Document analysis/ Resource analyses (OER)	Bourn, 2015. Macleod, MacAllister, & Pirrie, 2012. Yuan, 2012.
Interviews	Khany & Tarlani-Alibadi, 2016. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Wong, 2016.

Theme patterns or key concepts analyzed in the study were the next criterion (see Table 2). The number of the key concepts itself does not serve as an indicator for the credibility of the results because it is very difficult to keep strict research boundaries.

Table 2 A categorisation of the theme patterns

Theme patterns analyzed in research	Articles involving this key concept
Class management	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Esmaeili, Mohamadrezai & Mohamadrezai, 2015. Warren, 2016.
Authority	Elliott, 2009. Esmaeili, Mohamadrezai, & Mohamadrezai, 2015. Macleod, MacAllister, & Pirrie, 2012. Yuan, 2012.
Student learning	Bourn, 2015. Esmaeili, Mohamadrezai, & Mohamadrezai, 2015. Hen & Goroshit, 2016. Patil, 2012. Warren, 2016.
Social change	Bourn, 2015. Patil, 2012.
Teacher competence	Elliott, 2009. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Hen & Goroshit, 2016. Patil, 2012.
Behaviour management	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Hen & Goroshit, 2016. Macleod, MacAllister, & Pirrie, 2012.
Wrong's five forms of authority	Macleod, MacAllister, & Pirrie, 2012.
Power relation	Esmaeili, Mohamadrezai ,& Mohamadrezai, 2015. Khany & Tarlani-Alibadi, 2016. Wong, 2016.
Teacher effectiveness	Warren, 2016.

Then author summarized the evidence mentioned in the published articles (see Table 3) that allow drawing conclusions about the teacher authority.

Table 3 A categorisation of evidence

Nature of evidence	Article using that form of evidence
Class management can be considered as an important indicator in teachers' task is a complicated take that is referred as an "art". Authority concept has close relation with the concept of power and influence.	Esmaeili, Mohamadrezai & Mohamadrezai, 2015.
Education are all built on the assumption that learning is closely linked to personal and social change. The role of the teacher is to act as an agent for change within the classroom. The recognition of this is key in relation to global learning.	Bourn, 2015.
Teacher quality and authority are most important factors influencing learner outcomes.	Elliott, 2009.
Despite the fundamental importance of the social and emotional climate of classrooms for many teachers, the creation of positive relationships with students is perceived to be the most demanding aspect of their work.	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011.
Authority is not the one-dimensional concept that a reading of education policy and professional literature might imply; it is a multi-dimensional concept that encompasses a range of different forms.	Macleod, MacAllister, & Pirrie, 2012.
Empirically, power affects relations between categories of groups/ agents, but control socializes people within given forms of interaction. Thus, power can be seen as more than authority, domination or control.	Wong, 2016.
One of the fundamental principles education should be based is the consideration of learners needs, wants and lacks or a needs analysis. Interaction is “dialogic”.	Khany & Tarlani-Alibadi, 2016.
Children’s misbehaviour in the classroom is a reaction to the teachers’ behaviour towards them, which is “unacceptable” to the students; in another words, teachers’ actions can provoke students’ misbehaviour.	Yuan, 2012.
Caring teachers set the tone for strong and supportive relationship between teachers and students. These relationships are fundamental for the healthy development of students in schools and are positively associated with students’ academic performance, achievements, social functioning, school engagement, and learning motivation.	Hen & Goroshit, 2016.
In describing education as an instrument of social change, three things are important: the agents of change, the content of change, and the social background of those who are sought to be changed.	Patil, 2012.

<p>This is important to know, what makes teachers effective in the classroom. Research indicates that teachers' effectiveness is contingent upon the teacher knowing pedagogy, learn theory, knowledge of subject matter, experience as well as other qualifications such as classroom management skills.</p>	<p>Warren, 2016.</p>
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Answering the research questions that had been put forward: 1) What major guiding concepts have been the focus of research in the context of the interaction in pedagogical act in the situation of social change? 2) What are the main conclusions about the teacher authority in modern school? 3) What research methods have been used to explore teacher authority? Questionnaire is the most frequently used research method to find out the respondents' opinion about teacher authority. The evidence obtained and described in the studies emphasize that there are some main key concepts on focus of research: authority concept, concept of social change, concept of power and teacher competency. Role of the teacher in modern school can be seen through the aspect of class management and teacher student relationships (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015; Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011; Yuan, 2012; Hen, & Goroshit, 2016), as well as through the aspect of teacher competency (Warren, 2016; Elliott, 2009). Interaction in pedagogical act also can be discussed analyzing power relations between teacher and student (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015; Macleod, MacAllister, & Pirrie, 2012; Wong, 2016). Topicality in education is to illustrate the learning and teaching through the social change paradigm (Bourn, 2015). One of the acknowledgments in new paradigm in describing childhood and adult-child relationships, is that children are active agents who are not simply shaped by the world around them but actively shape and change that world. They make sense of and interpret their everyday interactions with adults. Within these interactions with more powerful actors, children strive to achieve elements of social control over their daily environment, power to make and shape decisions about their everyday lives. This focuses on necessitate to revisit structured power relationships between adults and children. It is possible to conclude that there is evidence showing that the teacher impacts student success, as well as can bring up strategies that activate student thinking and learning intentions. For teachers, a direct relationship needs to exist between what happens in the classroom, in the school, and within wider society, because teachers are agents for change. There is a strong opinion that one way to improve the situation of learning and teaching is to shift the overriding focus from pure emphasis on content coverage to intellectual engagement and growth by giving students chances to negotiate their learning so as to make teaching more attuned to their paces (Khany & Tarlani-Alibadi, 2016). Existing researches prove, that the role of the teacher and its management style is highly important and essential

for succeeding in educational objectives of students in proportion of today world. It is concluded (Yuan, 2012) that there are common reasons for student misbehaviour that are linked to the teachers' actions, which can be simply classified into three reasons that can lead to children's bad behaviour in the classroom. These are: the teacher's authority, the teacher's ability to exercise the necessary classroom control and the teacher's personality. According to Hen and Goroshit (2016) when teachers feel confident about their emotional and teaching abilities, they tend to be more caring toward their students. These findings support the notion that in order to enhance teachers' empathy and contribute to the student- teacher relationship, teachers' positive self-beliefs must be in the focus of teachers' training.

Trying to build a positive student-teacher relationship can effectively minimise the chances of the happening of student misbehaviour, and also, it can solve the problem easier. One important aspect of the teacher that makes the transmission of all qualities is his or her authority. The role of authority in knowledge development is emphasized in many publications. A person with knowledge is oftentimes able to use that knowledge to directly or indirectly influence the actions of others. As many authors (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015; Macleod, MacAllister, & Pirrie, 2012; Wong, 2016.) posit authority concept has close relation with the concept of power and influence. Concern with authority is as old as human history itself. The modern world attempted to develop new foundations for authority - democratic consent, public opinion. It is clearly defined that the authority figure today no longer represents purported perfection, but is clearly flesh and blood, requiring time for thought, help in making decisions and the opportunity to correct mistakes. Teacher authority is essential in developing knowledge. Today's teacher must acknowledge that they are not immune to error. Those who understand this can transform their vulnerability into an asset, by setting the personal example in the form of admitting to mistakes and being willing to correct hem. This can become one of the characteristics of the new authority that contribute most to its leadership. Bourn (2015) states that teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can give advice on various affairs in the community. Teachers should be seen as people who are socially responsible and actors in securing change in both their own educational community and in wider society. Teachers who are supportive of the principles of global learning are likely to see it as their role to secure greater engagement with its principles within the school, to be agents of change, ambassadors for global social justice. Teachers effectiveness are often determined by many indicators. As Warren (2016) describes lists of qualities that characterize effective teachers includes a range of characteristics, such as strict discipline skills, engaging personality, ability to

form good relationships with adults, as well as knowledge of subject matter, curriculum and standards, passion for teaching, and strong rapport with students. When asked what makes a good teacher, pupils give impressively consistent answers, one of which is always the personal qualities of the teacher. This is evidence that personal authority is something which school children are naturally predisposed to recognise and respond to (Macleod, MacAllister, & Pirrie, 2012.). In relation to classroom management, the skilled teacher can often prevent problems from occurring in the first place by the exercise of their professional skills. But teachers comment (Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011) that they often respond to school- based problems in ways which they consider to be inappropriate, usually because of frustration or other forms of heightened emotion.

Patil (2012) presume that different types of social changes occurring in society make the existing educational system dysfunctional to a certain extent and in course of time pressurize to bring changes in it. As well as Patil, Bourn (2015) allege that change can and does take place at a number of levels within and around the learner, the school, the community, and wider society. The experience of the new authority entails changes not only in the external behavior, but also in the inner discourse. This proves that the public discussion about the need of competent teachers and teachers who are authority is needed. This means discussions, analyses of experiences, unified understanding and strategic approach, critical thinking and persistent improvement of competence in the field of teacher authority. The modern environment requires new knowledge and thinking and attitudes therefore cooperation between society and school is vitally important for children learning and well-being. Challenges of modern society including school requires changes in conceptual approach of pedagogical sciences for interpretation of modern social phenomena. Teacher quality and authority are most important factors influencing learner outcomes.

Conclusions

1. It is essential to consider the context in which authority of the teacher forms. It is important to have a view of knowledge transmission and teacher-student relations in the fast-changing world in which we live. Education today is oriented to promoting values of an urban, competitive consumer society (Patil, 2012).
2. Teachers' authority resources have significant relationship with students' learning (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015.).
3. Change can and does take place at a number of levels within and around the learner, the school, the community, and wider society. Teachers are looked upon as the individuals who can help to bring about positive changes in the

- lives of people (Bourn, 2015).
4. If learning is seen as much more than the acquisition of facts and data, or even the improvement of skills and a stronger values base, namely as a process that brings together all of these elements alongside experience and the power of emotion and feeling, then learning is by itself an agent of change (Bourn, 2015).
 5. Caring teachers set the tone for strong and supportive relationship between teachers and students. These relationships are fundamental for the healthy development of students in schools and are positively associated with students' academic performance, achievements, social functioning, school engagement, and learning motivation. (Hen & Goroshit, 2016).
 6. Personal authority is something which school children are naturally predisposed to recognise and respond to (Macleod, MacAllister, & Pirrie, 2012).
 7. Teacher education programs should begin to be developed in which teachers are taught to modify their interactions with their students (Khany & Tarlani-Alibadi, 2016). Teachers' positive self-beliefs must be in the focus of teachers' training (Hen & Goroshit, 2016).

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