

The Crisis Of Teachers' Authority In The Classroom

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Abstract: *Teachers are suffering an increase in demands due to the responsible decrease of other participants in the educational process such as parents. This situation produces a lack of dynamism in the classroom and it is here where the teacher must make his position clear and impose his authority. Authority understood as recognition by the student and the ability to influence him, not as power imposed by the teacher.*

Keywords: *Authority, educational process, learning, skills, teachers.*

I. INTRODUCTION

Education is one of the most important pillars of society. Especially in these changing times in which more and more technological advances and new discoveries are taking place. It is a reality that, due to this change, all the dimensions of our life have been affected, among them, education. Therefore, it is strictly necessary for schools and teachers to consider what content should be taught in the classroom and how to teach it.

Undoubtedly, a new approach to the skills and competencies taught in the classroom is required. And, on the other hand, new commitments on the part of teachers based on personalized attention to students and the non-imposition of power in the classroom are essential. This need arises from the fact that both the figure of the teacher and that of the student have been affected.

Teachers are suffering an increase in demands due to the responsible decrease of other participants in the educational process such as parents. Nowadays, there are many who have very long schedules or live in complicated family situations. Students, for their part, leave aside their reference figures, which until now have been parents and teachers, and are influenced by the content they frequent on the Internet and social networks. In addition, they support and learn from their peers because they consider that they are in the same situation.

This situation produces a lack of dynamism in the classroom and it is here where the teacher must make his position clear and impose his authority. Authority understood as recognition by the student and the ability to influence him/her, not as power imposed by the teacher. The figure of the teacher must be perceived as a companion in the learning process that uses active listening and empathy. He/she must try to achieve a balance between affection and demand because discipline and order are fundamental to achieve the proposed objectives. It is about transmitting values in addition to the content in which it is specialized to reduce this lack of respect and virtues that these new generations have. The purpose of learning is not only the acquisition of content, but to achieve a comprehensive development of students who in the future will be able to self-regulate their learning.

II. THEORETICAL PART

Throughout these last years, we have been able to observe through the media multiple aggressions to teachers by parents and students. These are actions that deserve the categorical rejection of the whole society. There are many studies that investigate the reason for these aggressions and not only that, but also in the constant allusions to the indifference of the students, the lack of respect towards teachers and the lack of discipline that the new generations have. All of this has led to the so-called "crisis of teaching authority".

Undoubtedly, the subject of teaching authority implies talking about the relationship that exists between teacher and student. People with completely different goals and interests who collaborate cooperatively in the teaching-learning process. On the one hand, we find the figure of the teacher, an adult with a great vocation for education, committed to his or her work of teaching and forming complete people who know how to develop autonomously in the future.

At the same time, we find the group of children or adolescents who have had the possibility of living in a globalized era and have many technological advances that allow them to find out about their interests in a comfortable, fast and simple way. Undoubtedly, these new generations have had the possibility of growing up in a permissive environment due to good economic situations, the insertion of women in the labour market and the existence of jobs. The problem is that, sometimes, parents have long working hours that limit the time they can spend with their children.

Undoubtedly, the school is taking over much of the role of families in the socialization, care and attention of the child. Both institutions are losing the power to properly communicate values and patterns of social cohesion.

As everyone knows, the first school of every child is his home and everything he learns there will be reflected in the classroom. If parents do not respect the figure of the teacher, neither will the child. If parents do not transmit values to their children, the child will not be educated and will treat others as he/she sees fit. Sometimes, children cannot be expected to come learned because they live in adverse situations or have family problems.

It is there, where the teacher must impose his position and make himself respected. Authority is understood as admiration and respect for another person and not as power, which is the dominion that one person has over another who is subordinate. Authority should not be based on force; it is linked to dignity and respect. However, power leads to discrimination, injustice and inequality.

Theoretically, teaching authority refers to a set of rules or limits within the classroom in order to produce an optimal working environment. Currently, it is a very controversial topic due to its absence in the classroom. Students do not accept authority as long as it is not supported by prestige, intellectual and ethical leadership.

Authority has been a much discussed topic over the years. Continually, we see through the media that there has been abuse or disrespect towards authority in the classroom. This is a very

worrying situation that can have many consequences in the future. Many people believe that the reason for this is that students are aware that a teacher does not store the same amount of data as the internet and they exhibit the teacher as an outdated and ignorant professional.

In short, they have become accustomed to having an immediate source of information. Therefore, it must be made clear to them that the teacher is not someone who knows everything; he or she is a companion in the teaching-learning process who is willing to help and guide students at any time. He or she not only transmits knowledge, but also values and virtues, as well as making them acquire habits so that in the future they become people capable of self-regulating their own learning. From its knowledge, it is capable of forming thinking, reflective, responsible and critical individuals.

The authority that the teacher must have is dynamic and active, and it is earned and perfected little by little throughout the entire process. It is based on the affection and discipline that students recognize. It is a commitment in which both parties interact and respect each other, and with it, a feeling of belonging to a group is achieved, which in this case, is the classroom.

Teachers should not only be recognized by the simple fact of having a title that certifies that they are teachers and work as such. It is based more on a kind of moral authority and respect that is acquired through

their work. It depends on how they guide the students, on how well they live together in the classroom and requires many elements such as tolerance, active listening and communication.

When authority is affected, the teacher-student relationship worsens and therefore, the dynamism in the classroom. When this happens, it is impossible to achieve the proposed objectives. For this, it is necessary that there is a good relationship and that both parties are willing to collaborate actively in the teaching-learning process.

The principle of authority is to orient, guide and ensure that all students are able to obey and respect. The teacher needs authority to be able to teach the students because, thanks to it, he/she keeps him/her above them. In this way, the students will listen to him and obey him in each of the procedures. Trust is indispensable and for this, the children must observe coherence between the attitudes and values that the teacher possesses.

Therefore, we must forget the previous schools. Those in which authority was dominant and focused only on the transmission of knowledge. But, we must not fall into permissiveness and total freedom. We must have order and limits in order to achieve optimal learning and meet the objectives initially proposed.

It is fundamental to clarify that the teacher contributes to the construction of individuals and it is there where the prestige and importance of this becomes present as an authority. It arises from a moral authority based on his or her recognition as a person who has the capacity and ability to train other people. His or her knowledge makes possible the growth and formation of other people.

Therefore, the teacher must maintain this kind of inequality that exists between him and his students and take advantage of it to seek a better relationship between them where he finds a space to challenge them with new challenges and that transcend personally. To achieve this, it must be based on active listening, participation and motivation.

Not only teachers, but also educational structures need to be updated: an active society cannot be built with outdated educational systems. At present, school systems are anchored in the principles of selection and sorting, revealing, among other things, the erroneous belief that learning takes place only in the head and not in the whole body.

In order to deal optimally with all these changes in the way we learn, we must bear in mind that the role of the teacher carries a great responsibility in terms of training. We must ensure a training with which students acquire quality learning, which includes innovative and updated aspects.

III. ANALYSIS AND DEVELOPMENT

Throughout my time at different stages of education, I have met many different types of teachers and have realised the importance of this profession and the influence it has on students in the future. This is very beneficial because it has made me aware of the qualities that are essential to be a good teacher.

First of all, I would like to point out that the teaching profession has always been very much maligned and discredited because the reality of education is full of frustration. It is a complex path in which you have to deal with multiple problems that have to be solved and you have to adapt the teaching to each of the students, since all of them have different virtues and defects.

It is clear that the first educators of the child are the parents. With them, the child develops during the first years and learns to cope in life. Even so, the figure of the teacher is indispensable, he must act as a companion and collaborate actively with the student to achieve optimal learning.

Undoubtedly, being a good teacher requires vocation and dedication. It must be a person who is enthusiastic and does his or her best in his or her work. After all, a good educator is based on a constant search for improvement and self-improvement. It is very important that he/she is a capable person with extensive knowledge about life and the contents he/she teaches in the classroom. And, on the other hand, it is necessary

that he/she has a series of very clear values and virtues that he/she is going to transmit to the students through teaching.

This profession should not be anchored to the conception that some people have about it. It is not about the mere transmission of knowledge, but about active and collaborative learning that leads to the student becoming more mature and independent. As I said, both figures must collaborate mutually and have a series of qualities. Specifically, to be a good teacher, empathy, dedication, patience, generosity and trust are necessary.

The problem is that there is currently a crisis of teaching authority. Either because of the perception that families have about the teaching profession that influences the students and their lack of respect towards the teacher or because of the lack of interest shown by the students due to the fact that nowadays it is very easy to find information about specific subjects through the Internet. Both situations cause a lack of dynamism in the classroom and a disempowerment of the teacher.

Students have left aside their reference figures that were previously their parents and teachers. They no longer see the teacher as a wise or expert person who possesses multiple knowledge and they focus on searching for content that interests them through the use of new technologies. In addition, they learn from their peers, that is, from other peers of the

same age who are going through the same situation as them. This can be very harmful because the information they have is not always true. On many occasions, the sources of information are not reliable or are influenced by a certain position and, at this age, they are not able to differentiate between what is real and what is fictitious.

For all of these reasons, the teacher must impose his authority and allow himself to be respected. It is not a question of conceiving authority as power, since these concepts are very different. Authority is gained over time, it is something natural that is based on respect and admiration for another person. However, power comes with force and can have many consequences.

IV. CONCLUSION

In short, teachers have lost authority in recent years. This situation has been due to the confusion that exists between the terms power and authority, which are often used as synonyms and, in reality, refer to very different realities. As I mentioned earlier in the text, authority refers to the prestige that a person is recognized for his or her legitimacy or the quality of his or her attitudes and actions. Therefore, no one can take away authority. It is the teacher who earns it over time according to his or her attitudes and actions.

We could say that it is increasingly difficult to achieve authority because not only teachers must make an effort to achieve it, but also students must recognize it. Therefore, there is today a crisis of teaching authority. We live in a globalized society characterized by multiple advances and new discoveries. The problem is that respect and values are sometimes neglected, especially among young people.

Children and teenagers have always learned and acquired habits by observing and imitating the behaviour of parents and teachers. But, nowadays, they are influenced by new technologies, which is clearly a much faster, easier and more convenient way to get information about a specific topic. On the other hand, they learn from their friends and teach their peers because everyone can contribute different things. Apparently, peers are more important than parents and teachers. There is no longer a vision of adults as wise or experts on the subject because they are aware that they cannot store information as extensive and detailed as the Internet.

The problem in question is deeper than it seems at first glance and affects not only school classrooms. It is a problem that will not be solved by a change in education law, but by a change in the mentality of each educator, who has to assume his or her own role with responsibility. In recent decades, schools and teachers have focused too much on academic results, leaving other aspects of the education of their students in the background. Perhaps it is time to rectify, to reflect and to question how teachers carry out their educational work

and how they treat their students. Without forgetting that society should be more aware of the great work that these teachers carry out, since the vision they have of them will be passed on to their children.

It is therefore essential that all teachers have a pedagogical vision of their work and are aware that the purpose of their work is to train individuals who, in the future, will be able to cope in the world around them. People who are useful, educated and respectful, who know how to coexist with others and self-regulate their own learning.

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