

MANAGING THE AURA

Budoor Kadhem

Manama, Bahrain

Abstract: Managing students through their auras is the ideal model for the managers to follow as the teachers should considered students' age, social status and mentality, the managers will not face this very complicated issue while dealing with their employees. I the teachers could successfully manage their students through those students' auras, then the managers certainly can manage their employees by applying the same concept to gain skills and power.

The purpose of this research is to represent a proximity interfere, breakthrough student's aura, technique that teachers may apply to easily manage their students, moreover, it epitomizes the strategies that may teachers follow to strength their auras against their students' auras.

Keywords: Aura, proximity interfere, non-verbal communication.

1. INTRODUCTION

The simplest structure but the most difficult form of management is the classroom management, where the manager of the class -the teacher- with the people that he/ she manages them -the students- are at one place for such a long period of time compared with other managers, moreover, this manager has to be patient and to pay more attention to these students' age and social status. The teacher should manage these students creatively and non-verbally to minimize the bickering between his/ her and these students. In addition, he should absorb the problems quickly and smoothly to save the period valuable time.

This research has been conducted to represent the non-verbal communication approach- proximity interfere- to manage the discipline in classroom as it represents the simplest form of departments and to answer the question: Can the manager manage the stuff easily through their auras?

2. LITERATURE REVIEW

The effectiveness of the manager's actions within the company comes to meet the teacher skills and actions as Downey (2008) cited that promoting strong relationship between teacher and students is based on respect, trust and caring.

The sources of management problems are parallel matched with classroom management problems. It could cause certain indiscipline such as students' late arrival, students are less punctuality for the class, where they loss their interest to attend and efficiently merge the class because of lack of lessons planning, ineffective time management and lack in body language and communication skills (Chandra, 2015).

Geng (2011) stated that non-verbal teaching strategies are easily draw students' attention and grant the teacher the ability to manage students' behavior. However, the effectiveness of behavior management depends mainly on each student behavior and his/her feeling towards the teacher.

Besides, each person has an energy surrounding him/her called aura and getting closer to others without talking will transfer the feelings to this person although the degree of the effectiveness is differed from one person to another, and this is how the non-verbal communication works (Thespiritscience.net, 2015).

Nelson (2017) stated that aura can be defined as the location of the intangible things, for example, thoughts, emotions of love and hate.

According to Orloff (2014), the empath people can protect themselves from the negative surrounding energy by following these strategies:

1. Keep a distance from people carrying negative energy;
2. Concentrate on the breath to connect the inside body power;
3. Practicing Guerilla Meditation: Refuge to a close place to be isolated from negative energy and grab energy again;
4. Setting limitation and boundaries to prevent themselves from gaining negative energy;
5. Visualizing protection: where the empath person imagines a white lighting surrounding him/ her and helping in getting rid of the negative energy;
6. Self-preparation with different scenarios that may he/ she face and set solutions for them.

3. METHODOLOGY

The research was semi-experimental type as field experiment conducted. The researcher applied the research on ten volunteers of secondary girls' school teachers as they represent the population of the study. The research is a qualitative research as the researcher conducted two interviews with the teachers and three class observation. The flow of the interviews and the class observations was as follows:

1. Class observation 1: The researcher had an overview about the teacher's relationship and behavior with the students and took notes;
2. Interview 1: The researcher asked the teachers to go closer to the indiscipline students and to use only non-verbal communication, for example, eye contact or rapping on shoulder to stop the student's unfavorable action;
3. Class observation 2: The researcher observed the teacher applying the non-verbal communications with students and took notes;
4. Interview 2: The researcher recorded the teachers' feedback about the experiment and changed some teachers' concepts to effectively communicate with their students non-verbally.
5. Class observation 3: The researcher observed the teachers applying the update instructions and took notes.

The researcher gathered the data took from the notes and analyzed them to build up the conclusion.

4. FINDINGS

After the first notes taking observation, and during the first interview, the researcher recommended the teachers to adopt a non-verbal communication approach to control the student discipline in classrooms. Especially, when it related to keep students silent during the lecture or draw them back to class atmosphere if they are doing any non-related to class activities. The recommended approach was proximity interfere or what it called "breakthrough student aura". As they only must move closer to desired student without talking to interfere her aura through the teacher's strong serious aura and that action will force her to be on track again and maintained the class timing.

Unfortunately, during the second observation, the researcher discovered that this approach is not affective for all the teachers. As some teachers when they got closer to some students, they showed a negative attitude and the student did not stop the indiscipline attitude.

After several researches conducted by the researcher to reach the main reason behind this phenomenon, the researcher, during the second interview, advised the teachers to apply one of the following strategies before entering the class:

1. Reach the inside body power by concentrating on breath;
2. Practice Guerrilla Meditation;
3. Visualizing protection;
4. Close their eyes and think of a happy event or a thing to gain positive power.

During the third observation, the empath teachers succeeded to control the indiscipline students and they were able to drag them back to class easily and fast.

5. DISCUSSION

The analysis of the observations led to the following:

There are 3 styles of teachers (tough, middle, friendly)

The approach is working perfectly with tough teachers as their auras are very strong and effecting students' auras easily and fast.

The approach is fluctuating to the middle teachers as it worked for some students but failed with others according to the strength of the student/teacher aura.

The approach is not working completely with friendly teachers as their auras are always lower than students' auras, where consequently never effect students' auras.

Middle and friendly teachers succeed in managing their students after applying the second interview advice. When researcher asked those teachers about the strategy that they applied to gain more positive power, they all agreed, without prior agreement among them, that when they closed their eyes and thought of a happy event or thing to gain positive power and strength their auras. This result strongly agreed Bourne (2009), Hoy (2013) and Nelson (2017) as they stated that the simplest and the fastest way to strength the human body aura is to think of something happy and positive.

6. CONCLUSION

Proximity interference approach is not working with all teachers equally and it depends on two inputs:

1. Teacher's personality and way of leading the class
2. Students personality and what they feel towards this teacher.

Teachers with weak aura can easily strength their auras through several strategies, however, the most effective strategy was to close the eyes and to think of something happy to strength the aura. Accordingly, they could easily and fast manage their classes.

Based on the research results, the researcher concluded that as the teachers at their classes, the manages within companies can easily manage their employees non-verbally if they have a strong aura surrounding them and if they work hard to strength this aura. This skill would help the manager to save time and efforts while solving employees' problems. The manager could apply the proximity interference approach during meetings and during routine communication with employees.

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