



## THE IMPORTANCE OF THE ROLE OF A TEACHER

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### Abstract

*This paper discusses the role of a teacher: At the onset let us understand that a teacher is one who passes on knowledge and assists learners in acquiring knowledge.*

*A Teacher must know well about:*

- *Child Psychology*
- *educational psychology*
- *Their duties and obligations*
- *Behavioural aspects.*
- *Methods and techniques of teaching/learning.*
- *They must have up-to-date knowledge of the subjects he is teaching.*

*A good teacher is the one who: is a master in the subjects to be taught, always thinks to improve the teaching techniques, always tries to improve quality of students (quality results), regards 'needs assessments' to help students meet their academic and learning requirements. **In the words of Susan Sheldon, USA,** "A good teacher never forgets what it is like to be a learner - vulnerable, anxious and dependent! Remembering this, a good teacher looks at a student and sees "only the soul of a human being". A student is a teacher's equal - both leading each other to grow in knowledge, both learning about 'self' and not playing a power struggle for today, both smiling in satisfaction for a job well done!" <https://www.unicef.org/teachers/teacher/teacher.htm> A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline. Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal monitoring.*



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### Literature Review:

- Viewing Teachers as Leaders without Being Administrators

Warren, Louis L.

*Education*, v136 n4 p508-514 Sum 2016

What makes teachers effective in the classroom? Research indicates that teacher's 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. Teacher's effectiveness are often determined by three indicators; teachers' scores on certification, student achievement gains, and the observations of teachers' teaching practice by experts (Creemers, Kyriakides and Antoniou, 2013).

- Teaching Emerging Teacher-Researchers: Examining a District-Based Professional Development Course

Martell, Christopher C.

*Teaching Education*, v27 n1 p88-102 2016

Using critical constructivism as the theoretical lens, the teacher educator-researcher used practitioner research to systematically examine the experience of PreK-12 teachers in his district-based teacher research professional development course, while also examining his development as a teacher educator. The results of this study showed that, as the teachers made progress toward becoming teacher-researchers, they expressed being empowered by the teacher research process. Moreover, they showed a growing critical awareness in their work, while the teacher educator was challenged to re-examine his conceptions of teacher research. Finally, the teachers faced several important barriers in adopting an inquiry stance in their practice. This research generates both local and global knowledge about teacher research as a form of in-service teacher education.

- Teacher Quality Variables and Efficacy for Teaching Minority Students

West, Porcia E.; Lunenburg, Fred C.; Hines, Mack T., III

*Education Leadership Review of Doctoral Research*, v1 n1 p39-57 Mar 2014

In this analysis of the extant literature, we examined teacher quality variables that have shown a relationship with teacher efficacy for instructing urban minority students. We focused on the following areas: (a) importance of teachers, (b) teacher quality defined, (c) components of teacher quality, (d) self-efficacy, and (e) teacher efficacy.

- Complex Dynamics in Academics' Developmental Processes in Teaching

Trautwein, Caroline; Nückles, Matthias; Merkt, Marianne

*Higher Education Research and Development*, v34 n3 p641-657 2015

Improving teaching in higher education is a concern for universities worldwide. This study explored academics' developmental processes in teaching using episodic interviews and teaching portfolios. Eight academics in the context of teaching development reported changes in their teaching and change triggers. Thematic analyses revealed seven areas of change: participants most frequently reported changes in concepts about teaching, their teaching selves and teaching strategies. Triggers of change clustered into eight categories with

teaching practices, teaching courses and metacognition reported most frequently. Analysing relations among areas and triggers of change indicated complex dynamics in academics' developmental processes in teaching. This suggests that teaching development should incorporate multiple change triggers to facilitate academics' development in teaching effectively.

### **Objectives**

- To find out whether the teacher plays a crucial role in the classroom.
- To identify the role of teachers and classroom management strategies used by teachers in the classrooms.
- To identify the problems that arise in classrooms.
- To propose, on the basis of preliminary trials, strategies/ recommendations that are likely to succeed in addressing these problems. Since the UNESCO's (1953) endorsement of the educational role for the 'vernacular', background in language teaching and learning.

### **Assumptions**

- I Students understand better with the use of other methodologies and ways in their explanation.
- II Classroom teachers have the ability to teach in a student friendly manner.
- III Teachers play a crucial role in the development of a learner.
- IV Teachers can make a positive difference in the classroom if learner-friendly methods are used.

### **Research Question:**

- Will there be a positive difference in the learning when conducive learner-friendly methods are used?
- Could the learners learn better when there is a different approach adopted in the classroom?
- **Operational definitions**
- Role of teacher: comprises of all the activities done by the teacher in relation to students learning. The teacher is the yardstick that measures the achievements and aspirations of the nation. Dyke H.V (2011)
- A system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular

discipline. Unlike an algorithm, a methodology is not a formula but a set of practices.  
( <http://www.businessdictionary.com/definition/methodology.html>)

- The quality or state of being important: consequence *b*: an important aspect or bearing (*dictionary.cambridge.org/dictionary/English. (2014)*)

### **Research Methodology**

- This research was done on the basis of descriptive method.
- The descriptive method has many methods.
- This was done by the Survey method.

### **Population**

- In this research work, the population consisted of 240 students and 80 teachers of ICSE middle school.

### **Sample**

- Using ‘probability sample method’ the sample was selected by lottery method.
- 50 Students were selected as samples.

### **Research tool**

- A questionnaire prepared by the researcher.
- Oral interviews conducted by researcher.
- Observations (non-participant) were done by the researcher.

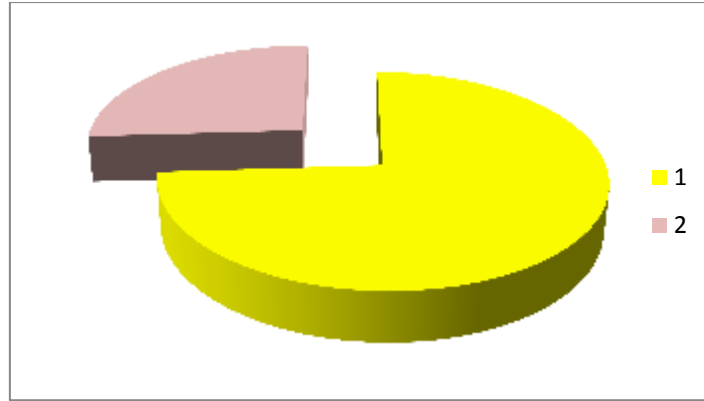
### **Numerical technique**

- Percentage, Average, Mean, Mode

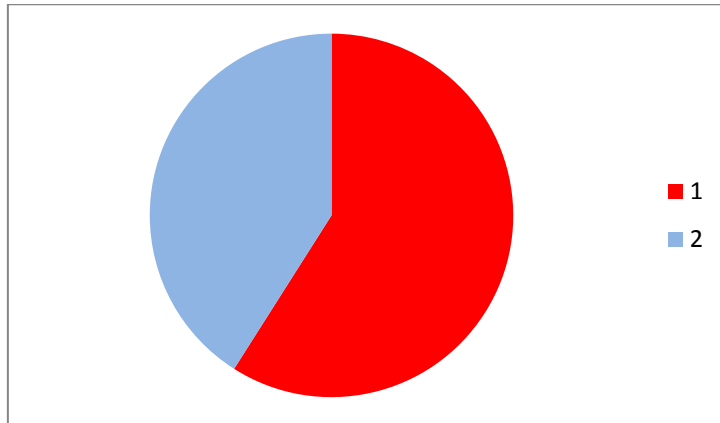
### **Analysis**

- The data was analysed using percentage, average, mean and mode

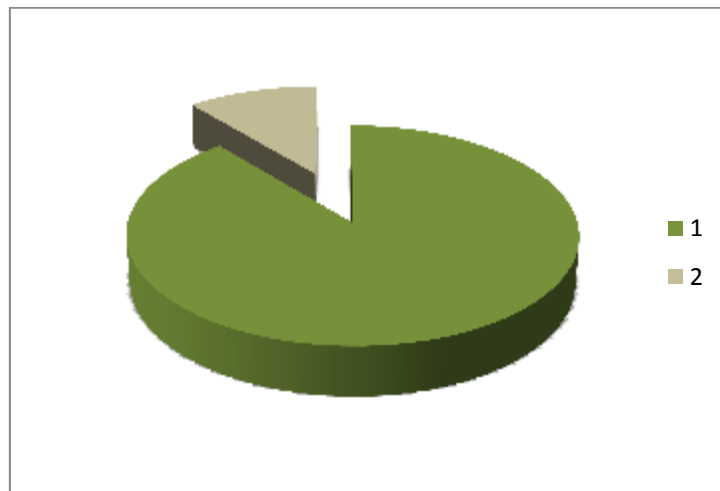
**Method:** This present study was conducted in survey method on 50 students of an ICSE English medium school. All students were of the age group of 9 to 11. It was done to check the Importance of a teacher in the Teaching-Learning Process. And what are the changes and improvements that could be made in the development of the teachers through training, Pedagogy and Behavioural aspects. A questionnaire was prepared to gauge the role of teachers in the eyes of the students and teacher educators. According to the study the following were the results:



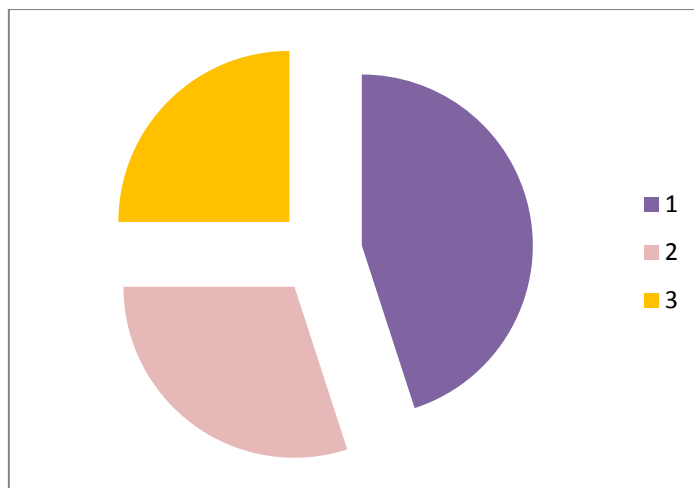
74% of Educators felt that training would help and groom people into fine teachers. 26% of people were of the opinion that it's internal traits that make a good teacher. Some untrained people do a better job than the trained.



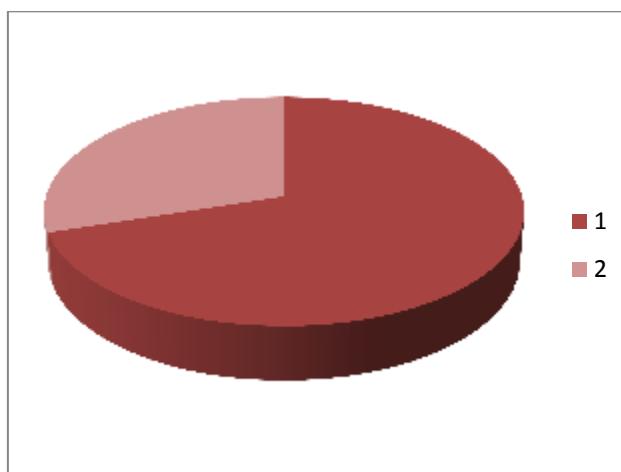
59% of students were of the opinion that a teacher who gets down to their level helps them understand better. 41% of students said that just by reading or explaining out of a textbook they could understand.



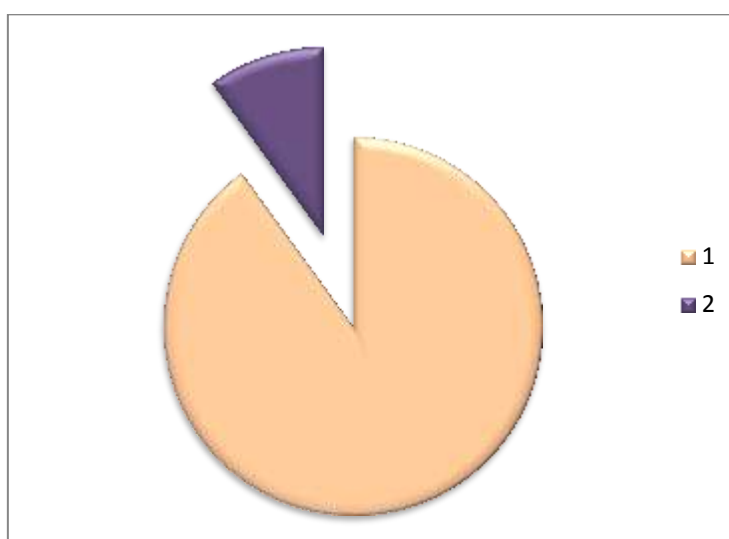
89% of students enjoy creativity and fun in lessons. While 11% were fine with anything.



1. BACK GROUND KNOWLEDGE 45%
2. PROFESSIONAL SKILLS 30%
3. PERSONAL QUALITIES. 25%



70% students like teachers providing feedback and consequences.  
30% only like moral lessons.



90% of the students enjoy interactive and humourous lessons.

10% of the students are fine with whatever the teacher does.

Conclusion: A good teacher is one who inspires students and directs them how to learn. The teacher makes learning an enjoyable and beautiful experience. The student will never stop learning willingly if the correct love for learning is encouraged in the heart of the child. Everyone in the world is a teacher in a sense. We all teach something to someone at one point in our lives. However, some succeed to be great teachers. I believe this happens when a teacher believes in the power of education. When some people teach with the certainty that everyone can learn from you. When the student does not learn the way the teacher teaches, then the good teacher should teach the way the student can learn. A good teacher is one who challenges, encourages and motivates her students to be all that they can be. A good teacher sets high expectations of her students and gives them all they need to reach it.

### **Recommendations of this Study:**

#### **1. Imparting an adequate knowledge of the subject- matter:**

The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.

#### **2. Equipping the prospective teachers with necessary pedagogic skills:**

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.

#### **3. Enabling the teacher to acquire understanding of child psychology:**

The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.

#### **4. Developing proper attitudes towards teaching:**

One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. There is also development of a proper perception of the problems of universal enrolment, regular attendance, year-to-year promotion.

#### **5. Developing self-confidence in the teachers:**

**The objectives of teacher education are development of the ability to take care of himself in terms of:**

- (a) Adjustment with the physical conditions,
- (b) Healthy adjustment with the social environment

(c) Adjustment with himself to derive emotional satisfaction with his life.

**6. Enabling teachers to make proper use of instructional facilities:**

The objective of teacher education is to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

**7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development:**

The objective of teacher education is to know the causes of individual differences as a result of which he will be able to develop the ability to be a child with children, an adult with the adults, a responsible citizen among the community.

**8. Development of the ability to give direct satisfaction of parents from the achievement of children in terms of:**

(a) Proper habits of taking care of the body,

(b) Proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc.

(c) Progress in the class.

The efficacy of the current arrangements for training and educating teachers can only be tested effectively if there is a clear understanding of what these arrangements should be seeking to achieve. There is not a collective view amongst the stakeholders on the objectives of teacher education and that too much of the discussion has focused on processes rather than looking at outcomes. The absence of a collectively shared view on fundamental objectives has, in my opinion, hindered the development of a rational and informed discussion about the appropriate arrangements for teacher education and training and the role of higher education.

9. The purpose of teacher education and training should be to produce professional teachers who have the theoretical knowledge and understanding, combined with practical skills, competences and commitment to teach to high national standards. While recognising that there are different views about the particular skills and attributes required of teachers, I believe, nevertheless, that, as a broad statement, this should be an acceptable benchmark.

10. The professional teacher should be one who has been trained and educated against a background of relevant and systematic research and has developed the critical capacities to use research findings as a basis for improving practice. This does, I believe, parallel developments with other groups of professionals such as doctors, nurses etc. where there are strong arguments that professional practice is enhanced by providing education in a research context.



11. There are serious questions about the extent to which teaching, at present, can genuinely be regarded as a 'research-based' profession, I believe that a further desirable objective of teacher education and training should be the development of teachers who are 'reflective practitioners' and are able to engage with educational research.

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<https://www.unicef.org/teachers/teacher/teacher.html>