



DEVELOPING A GOODTEACHER-A 3 DIMENSIONAL VIEW

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Abstract

A good teacher is more than just an educator, it's just not training or qualification that builds up a good teacher its many more factors and characteristics.

These characteristics that make a teacher good are complex and extensive. As teacher, I want to know what students parents and teachers believe is a good teacher. In this study, 6th standard students, parents and teachers of an English medium

ICSE school answered the questionnaire "Developing a good teacher" in the form of an open-ended questionnaire. The results of this questionnaire were compiled into a rating scale of importance, which the students then completed. This study found that students identified personality characteristics such as helpful" and "kind" while teachers identified relational and ability qualities such as "flexible" and "caring" when describing a good teacher. This suggests that there are differences between student, parent and teacher beliefs. When presented with characteristics students identified ability, personality and relational characteristics as important, which suggests what makes a goodteacher truly is complex.



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Introduction

According to <http://www.dictionary.com/browse/developing> means to grow into a more mature or advanced state; advance; expand: to come gradually into existence or operation; be evolved. I have considered five research questions,

- 1) What according to students are the qualities of a good teacher?
- 2) What characteristics are used by teachers to describe a good teacher?
- 3) How does this present research describe a good teacher?
- 4) What are the similarities and differences between teachers and students' perceptions on good teaching?
- 5) What do students identify as most important when describing a good teacher?

Literature Review:

The Effect of Tertiary Teachers' Goal Orientations for Teaching on Their Commitment: The Mediating Role of Teacher Engagement

Han, Jiying; Yin, Hongbiao; Wang, Wenlan

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This study explored the effect of tertiary teachers' goal orientations for teaching on their commitment, with a particular focus on the mediating role of teacher engagement. The results of a survey of 597 Chinese tertiary teachers indicated that teacher commitment was positively predicted by ability approach, mastery and relational goals, but was negatively predicted by work avoidance goals. Ability avoidance goals positively predicted teacher commitment to institution and to students, but negatively predicted teacher commitment to profession. Moreover, teacher engagement mediated the effect of ability approach, mastery and work avoidance goals on teacher commitment. The mediation effect of teacher engagement between teachers' ability avoidance and relational goals and teacher commitment was not significant. The results of this study have implications for understanding the nature of teachers' psychological state and attitudes towards teaching and for the enhancement of teacher commitment.

There is also evidence that what student's value in an ideal teacher can be predicted by differences in student academic self-concept and motivation (Komarraju, 2013). This suggests that beliefs on good teaching could be individual. Similarly, student personality differences can predict preference for traits in good teachers. In general, students like open and agreeable lecturers who are smart, emotionally adjusted and hard-working (Furnham & Chamorro-Premuzic, 2005).

There is evidence that experience in the classroom has an effect on characteristics teachers identify as important to good teaching, which is why their beliefs about good teaching should be considered as well. Arnon and Reichel (2007) explored students of education and new teacher's perceptions on qualities of a good teacher. The study found that all teachers acknowledged good personality as an important characteristic of an "ideal teacher", but the importance of professional knowledge increased with experience in the classroom (Arnon&Reichel, 2007). Sahin and Cokadar (2009) found that more experienced teachers moved away from a content view towards a more constructivist view related to reflection and social relationships. This study also found that experienced teachers put more emphasis on personal characteristics in comparison to professional and affective roles. This suggests that experience does play a role in how a teacher defines good teaching.

<http://www.smcm.edu/mat/wp-content/uploads/sites/73/2015/06/Bullock-2015.pdf>

Walker (2008) than took these comments, along with other data such as essays and in class discussions from college students majoring in education, and isolated 12 characteristics of an effective educator, which are that teachers come to class having prepared lessons and materials, they exhibit positive attitudes, maintain high expectations for their students, are creative in their development and or delivery of lessons, they practice equity in their classrooms and the greater school community, they find ways to put their own personal spin on lessons, they practice inclusion strategies, they are compassionate towards their students, they are seen as having a sense of humour, they are respectful towards their students, they are able and willing to practice forgiveness, and they admit when they have made a mistake. Lastly, Marilyn Cochran-Smith (2003) describes the importance for teachers, in order to be effective educators in today's diverse classrooms, to be both culturally competent and demonstrate an understanding of social equity. When speaking of multicultural education Cochran-Smith (2003) argues that "...placing knowledge about culture and racism front and center, including teaching for social justice as a major outcome" is a vital part of today's teacher education programs. (p.20)

https://tspace.library.utoronto.ca/bitstream/1807/68699/1/Bernard_Martin_P_201506_MT_MTRP.pdf

A great teacher educates. They not only teach students the required curriculum, but they also teach them life skills. They are in a constant state of teaching, taking advantage of impromptu opportunities that may captivate and inspire a particular student. They do not rely on a mainstream or boxed in approach to educate. They are able to take a variety of styles and mold them into their own unique style to meet the needs of the students that they have at any given time.

<http://teaching.about.com/od/Information-For-Teachers/a/Great-Teachers.htm>

Objectives

- To find out whether the teacher plays a crucial role in the lives of students.
- To identify the role of teachers and classroom management strategies used by teachers with other teachers and colleagues.
- To identify the problems that arise with parent teacher communication aspects.
- To propose, some recommendations to bridge the gaps in these areas covered.

Assumptions

- Persons at all ages have the potential to learn, with some learning faster than others. Age may or may not affect a person's speed of learning, and individuals vary in way they like to learn.
- The individual experiencing a change process, such as a new learning situation, is likely to feel stress and confusion. Some anxiety often increases motivation to learn, but too much anxiety may cause fatigue, inability to concentrate, resentments, and other barriers to learning. Learning is more comfortable and effective when the environmental conditions support open exchange, sharing of opinions, and problem-solving strategies. The atmosphere should foster trust and acceptance of different ideas and values.
- In the classroom the instructor facilitates learning by incorporating students' experience, observations of others, and personal ideas and feelings. Exposure to varied behavior models and attitudes helps learners to clarify actions and beliefs that will aid in meeting their own learning goals.
- The depth of long-term learning may depend on the extent to which learners try to analyze, clarify, or articulate their experiences to others in their family, work or social groups. The depth of learning increases when new concepts and skills are useful in meeting current needs or problems. This allows for immediate application of the theory to a practical situation.
- An educational program may only provide one step in an individual's progress toward acquiring new behaviours. The adoption of a new behaviour depends on many factors. Some conditions predispose and individual to take a particular action, such as former knowledge and attitudes. Availability and access to resources, such as exercise or practice facilities, may enable a person to carry out new plans of actions. Other environmental conditions and family characteristics help to reinforce or hinder behaviour changes.
- Learning improves when the learner is an active participant in the educational process. When selecting among several teaching methods, it is best to choose the method that allows the learning to become most involved. Using varied methods of teaching helps the learner maintain interest and may help to reinforce concepts without being repetitious.
- In recent years teachers have found that many principles of adult learning also apply to children and adolescents. For example, adults and children prefer learning

experiences that are participatory; they learn faster when new concepts are useful in their present as well as future lives. The role of an educator is to assess the audience's interest, current skills, and aims. This information then guides the structuring of a learning atmosphere and selection of methods most satisfying and effective for the learners.

(<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/education-philosophy/assumptions-about-learning>)

Research Question:

- Will there be an improvement in the conceptual frameworks and proficiency of the role of a teacher in teaching?
- What are the amends that could be made to bridge the gap of the teaching –learning scenario?

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)

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 100 students and 50 teachers of ICSE middle school and 50 parents of school going students.

Sample

Using ‘probability sample method’ the sample was selected by lottery method.

100 Students and 50 teachers and 50 parents 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: A survey was conducted on 100 sixth standard students. All girls are within the age group of 10 and 11, all ICSE English medium school. A questionnaire was prepared by the researcher and completed by the students. Then a common table of qualities were made to show the percentage of mentioned qualities. Based on the Questionnaire answered by the students, Parents and teachers the following percentages of the samples are of the opinion that these were some of the important qualities. The data was analyzed and findings were as follows:

Qualities	Students	Teachers/Authorities	Parents.
<i>Accountable.</i>	55%	80%	40%
<i>Adaptable</i>	40%	90%	60%
<i>Caring</i>	90%	55%	70%
<i>Compassionate</i>	86%	60%	85%
<i>Continuous learner</i>	47%	90%	68%
<i>Co-operative</i>	61%	89%	95%
<i>Communicates</i>	54%	90%	93%
<i>Creative</i>	93%	85%	75%
<i>Dedicated</i>	45%	89%	90%
<i>Dependable</i>	65%	90%	86%
<i>Determined</i>	35%	87%	90%
<i>Empathic</i>	78%	76%	84%
<i>Funny</i>	90%	80%	36%
<i>Generous</i>	87%	65%	80%
<i>Hardworking</i>	90%	94%	50%
<i>Helpful</i>	67%	87%	85%
<i>Inspirational</i>	91%	76%	89%
<i>Impartial</i>	83%	70%	71%
<i>Joyful</i>	85%	50%	90%
<i>Kind</i>	94%	82%	88%
<i>Listens.</i>	95%	90%	87%
<i>Organized</i>	56%	86%	53%
<i>Passionate</i>	70%	64%	75%
<i>Patient</i>	89%	74%	65%
<i>Positive</i>	79%	68%	90%
<i>Prepared</i>	64%	74%	80%
<i>Safe environment</i>	79%	80%	63%
<i>Trustworthy</i>	69%	79%	59%

Conclusion: Each day, teachers:

- work with students of different ages and abilities
- prepare lessons and teaching materials
- assess student progress
- liaise with non-teaching staff such as teacher aides and therapists

- engage with parents and guardians
- work with colleagues and in professional teams
- are involved in extra curricula activities, school excursions and performances and sporting events, and
- continue their professional development

So, if teachers could incorporate some of these traits into their teaching, the whole learning process would be benefitted. Students feel that they would learn better with a good environment. Parents also feel the same. It is also appropriate to work with amicable and adjusting co-workers. Therefore, this should be beneficial in “Developing A good Teacher”

Recommendations:

The goal of teachers training courses should be to provide with an insight into the modern teaching practices with the knowledge and competencies so that new teachers are confident enough to engage the internet generation learners in a positive manner.

Moreover, implementing the skills learned in teacher training courses will improve teaching abilities and career growth opportunities.

Teachers Training should aim to prepare as well as empower outstanding global educators in the field of pre and primary teaching in the coming years, who will lend unique teaching expertise in diverse classrooms across the globe shaping young minds and inspiring change.

Courses should design an array of teacher training courses to prepare next generation teachers equipped with modern methodologies who can lead diverse classrooms on their own.

They should be able to face any class confidently and will be highly employable in every corner of the globe. Also the teachers should be able to adjust and handle parents, colleagues and authorities and rules. They should be made aware of the ethics and professional discipline.

Teacher education or training should equip teachers with theoretical knowledge, understanding, and practical skills,

Professional teachers 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.

Teachers should be adjusting enough to make a change in the life of the children as well as their own. Since the progress of a country greatly depends on the youth and students, it is very necessary that teachers training and education equip teachers with whatever it takes to make good teachers.

The overall curriculum should be adjusted in such a way to enable all-round benefit of the whole teaching learning process.

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