

Globalization: Art of Making Teacher a Versatile Actor

Prashant Thote and S.Gowri

Gyanodaya Vidya Mandir

Abstract:

A good teacher is like a virtuous entertainer and holds the attention of the learners and then teaches the lesson. The ultimate art of a teacher is to awaken the joy in creating expression and knowledge. In the present paper attempt is made to know the essential characteristics of the teachers in context to the professional development, to highlight the multi-facets of the performance of the school teacher and to develop a scale to measure the essential characteristics of the teachers.

Key words: Teacher, development, competencies, curriculum and professionalism.

Introduction:

“All student can learn and succeed but not in the same way and not in the same day”

- W.G. Spacy

In the present century teachers are performing their role in multi-facet and challenging way. Role of a teacher is not just limited to the transmission of data to students but to plan, prepare, deliver, to assess the learning outcome and to check whether the learning outcome is achieved or not and these are the important components of teaching. Students learn round the clock and learning is a natural activity. The role of a teacher is to facilitate by working with the learners to:

- Provide well-defined learning outcome.
- Facilitate teaching-learning with equal opportunity to all students.
- Catalyze, support and facilitate learning in class-room to students.
- Assess student's academic progress and to achieve the set of desired goals and objectives.

An analogy:

A family plans to visit Masuri in coming summer vacation. They have contacted a travel agency to acquire an expert knowledge about that area, accommodation facilities, commutation, various tourist spots, in short they want them to provide travel itinerary.

Spectrum of abilities

Teaching is an intricate act of activities and teachers require spectrum of abilities. It includes master over the content/subject, teaching competencies, ability to act as a catalyst to transmit information, plan, manages, assess and be a facilitator of a learning curriculum, be a role model and a scholar. A true teaching professional requires a fundamental understanding of

educational principles, passion for teaching and appropriate attitude. The essential skills make teaching as fun, enjoyable, rewarding experience and not mere a chore. A good teacher motivates, inspires students and has passion for teaching. Teachers test their competence and keep up in pace with the development in their field.

The problem lies in the faculty development programme and the texts, mostly addresses only on the subject competence and educational theory and not on the practical part. Teachers can't rely on the text book for practicing the methodology and they have very little relevance on it. The attitude and the professionalism are mostly ignored in those texts. The effective teachers require the combination of the subject competence, an appropriate approach to teaching and learning process and professionalism in school as a teacher.

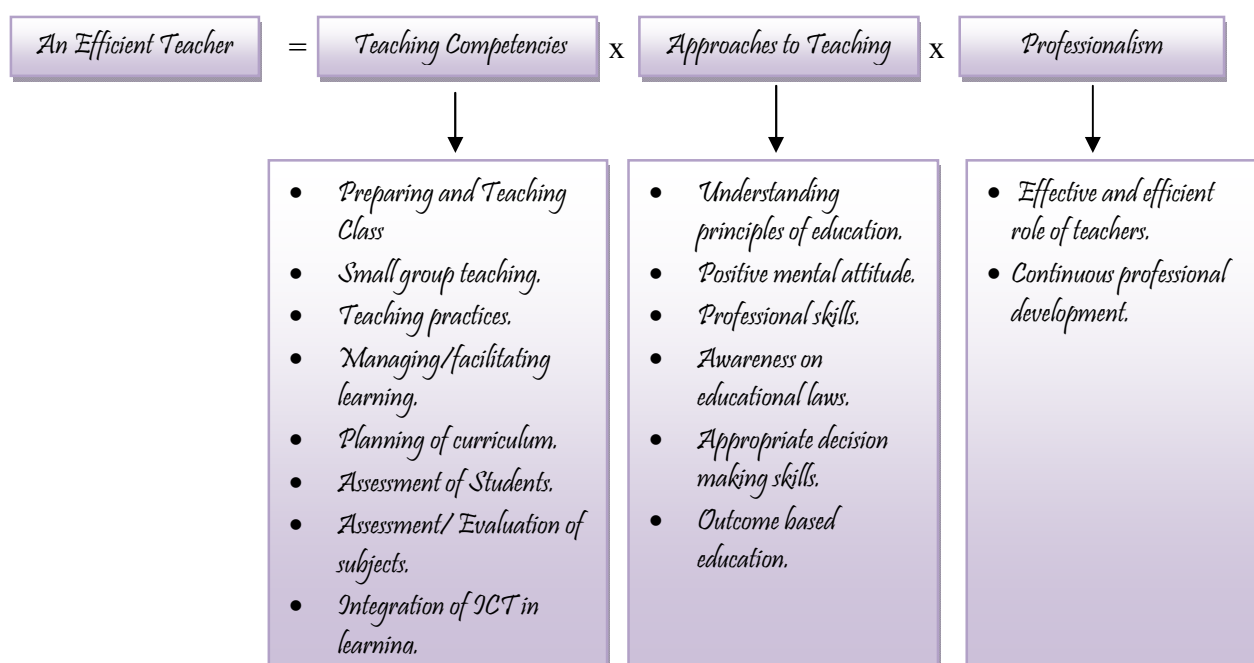


Fig. 1: Effective Teachers: Attribute and Competencies

In the above Fig. 1 equation is used instead of additional symbol. The implementation and the demonstration of the subject competence (no matter how good) on its own is not significant. A zero score for professionalism and approach to teaching will reflect in the score for teachers.

The positive and the motivating behaviour of a teacher are essential to make learning experience pleasant and memorial in the class-room. A teacher should have passion for teaching, love the subject, relates teaching instrument and material to the students experience and life. A teacher must possess a good command over the subject.

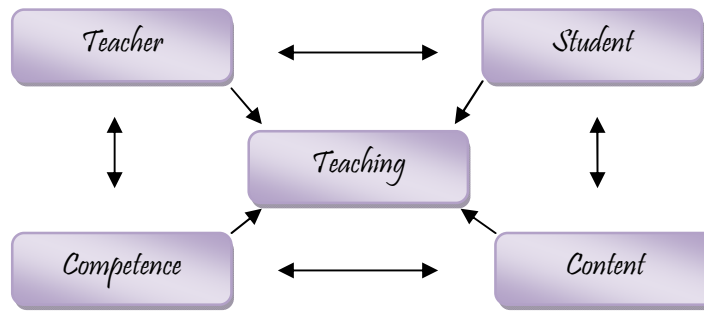


Fig. 2: Components of Teaching

Teaching involves both science and art subjects. Few teachers are naturally, instinctively a “good teacher” but all may not. Teaching method for both science and art subjects can be learnt and mastered. The teaching instinct is developed from experience and it helps to assist newly appointed teacher, act as a mentor to nurture, to acquire the teaching instinct, essential professionalism, attitude and competencies.

The type of a subject teaching on par with the global teaching takes place and varies to the extent of capabilities of a good teacher. The certain principles, approaches and the views of teaching-learning are not common to all countries, but the similarities are greater than the differences.

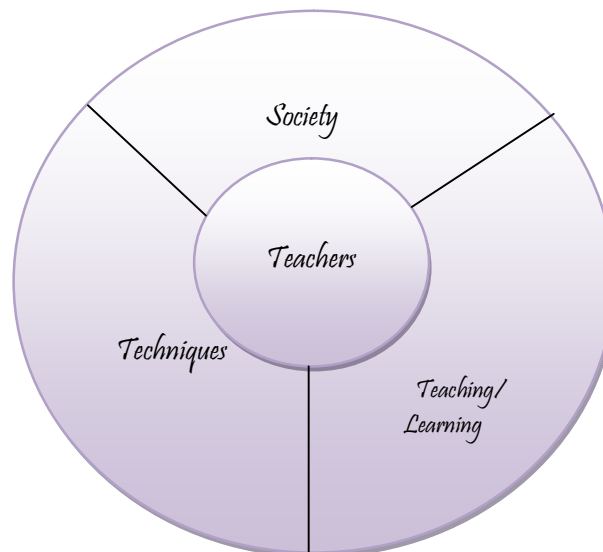


Fig. 3: Components of a Teacher

Knowledge competencies:

A good teacher should be competent in:

- Taking class, preparing for class, presentation, active participation of students in learning and make use of appropriate technology in teaching-learning process.
- Making small groups and facilitating small group of teachers.
- Taking laboratory based practical classes regularly.
- Managing and facilitating student’s learning by using various strategies, provide support to the students to maximize the outcome of their academic achievement from learning

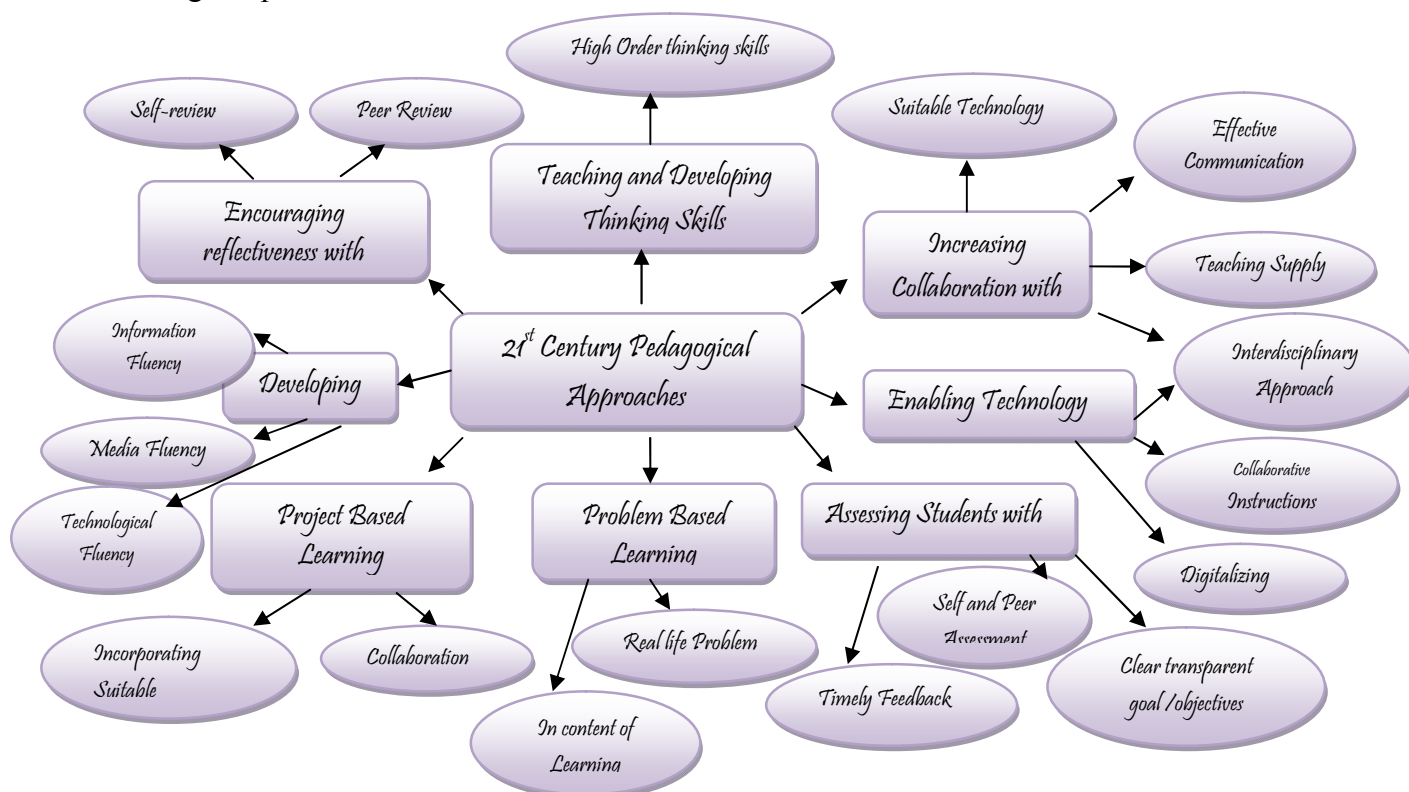
opportunities that are available, assisting students to assess their competence and provide feedback to the students as and when required.

- Curriculum planning that combines appropriate learning opportunities to raise students to achieve their expected learning outcomes.
- For students to identify, develop and adopt the teaching-learning resource in term of notes, power-point presentation and concept maps.
- To assess students learning outcomes by using appropriate methods such as concept inventory, formative assessment, outcome based assessment and portfolio assessment.
- Get structured feedback from students and peer assessment for teaching programme.
- Integration of technology.

A teacher may have questions about the number of skills required for a teacher to be highly proficient. Depending upon the local circumstances, the requirement and the mastery over the skills vary. It is commonly argued that for the better level of proficiency, it is necessary to possess all skills that are essential. Hence all form of competencies must be excelled by a good teacher.

• **Approach:**

An efficient teacher must have the essential competencies and have an approach to teach with sound understanding of basic school education principles, to assist teachers to adopt the teaching approaches that are required at the current situation, to handle the problems and challenges encountered and positive response to change that arises at regular periods.



- **Appropriate professional attitude and ethics:**

As a school teacher standard ethics are expected to be followed in the working place. Teacher's attitude is more important than the ethical behaviour. Teacher's attitude, enthusiasm and professionalism are the key elements for subject teaching.

- **Statistics in decision making:**

A good teacher behaves intuitively and responds in a more appropriate way to the unexpected condition/situation which arises in the classroom environment or at school, evidence based teaching and take educational decision and be informed about the need of hour.

Teachers as professionals:

Teachers should reflect the professionalism in teaching-learning process and must have academic quality audit. Teachers must have hunger for continuous professional development and must be updated with the dynamic change in the education. Excellent teachers contribute to the development of the subjects and are innovative in teaching-learning domain and contribute in reforming the curriculum.

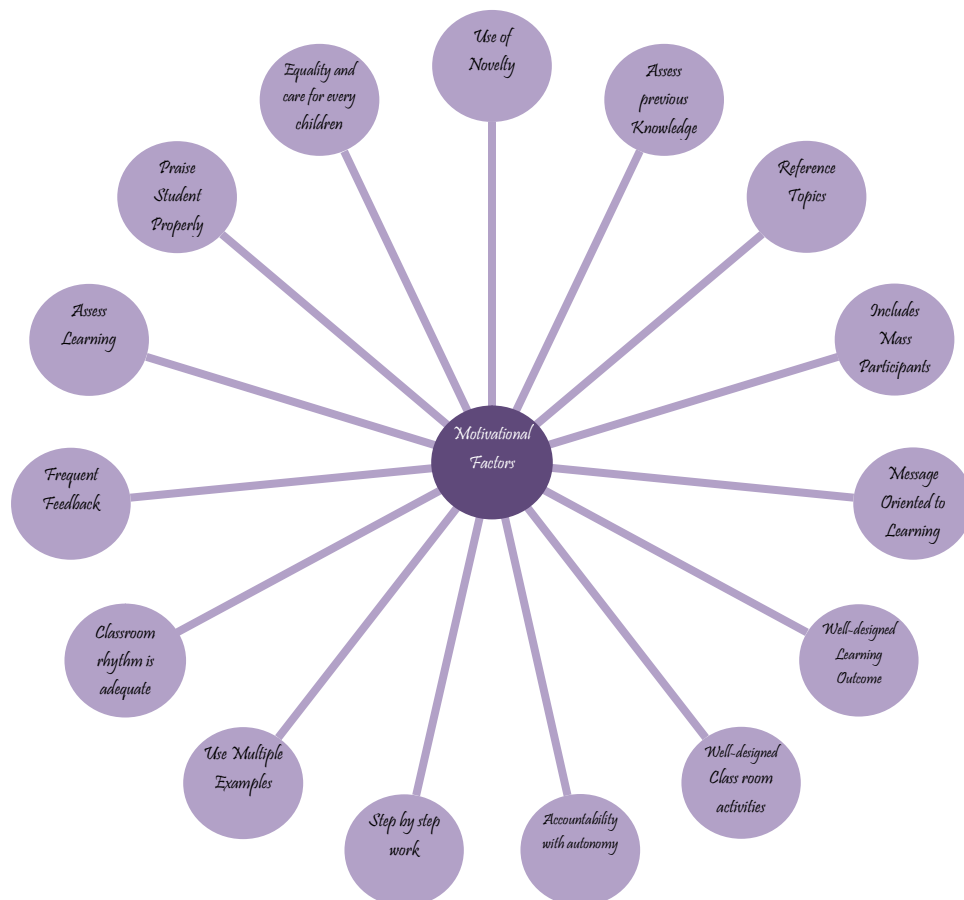


Fig. 5: Motivational Factors

Aim: To develop a tool for evaluating teacher's professional Characteristics

Significance:

- The purpose of the present study is to develop a tool to measure professional characteristics of the teachers.
- The measuring scale helps teachers to improve teaching-learning process by identifying the strength and weakness.
- The measuring scale is a panacea for school leadership for teacher's assessment.
- The measuring scale helps teachers to assess their own behaviour and make sincere attempt to be more effective in class-room.
- The school managers are also aware of the characteristics of the teachers and are in a better position to plan, design and organize faculty development programme.

Research Method:

Sample:

Total 50 school teachers participate in the study. Total 25 female (50%) and 25 male teachers (50%). The average age of the samples are 30 years and teaching experience is from 5 to 7 years only.

Tool:

The core areas are identified: Teacher-student interaction, teaching profession, Humanistic as a character of the essential for teachers in school. Total 20 items are developed for scale development. The five point likert scale with option "fully agree", "agree", "undecided", "disagree", "strongly disagree" are used. Tool is administrated by the researcher to collect the data on the same day.

Data analysis:

Exploratory factor analysis along with principal component analysis and Varimax is applied to analyze the data collected.

Result:

<i>Sl.No</i>	<i>Variables</i>	<i>Value</i>
1	<i>Sample Adequacy</i>	0.716
2	<i>Approximate chi square</i>	1401.984
3	<i>Test Sphericity</i>	403.
4	<i>Significance</i>	.000

Tablet: Sample Adequacy

Teacher-student relation is very important and has an impact on achievement of learning outcomes. Teachers build warm relationship with the students. Teachers must be concerned about the academic achievements of the students. Teachers must provide adequate learning opportunities to students. In class-room arrangement and management, catalyzed behavior such as maintaining appropriate peace during lesson and diverse class-room activities are given importance. Teaching is not an easy task and the teachers may never be excellent but stay at middle level of the competency in teaching. To become a great teacher, one must continuously work hard and be smart to provide a nurturing and challenging environment to foster maximum learning among students. A lot of hard work is essential to become a successful and a great teacher.

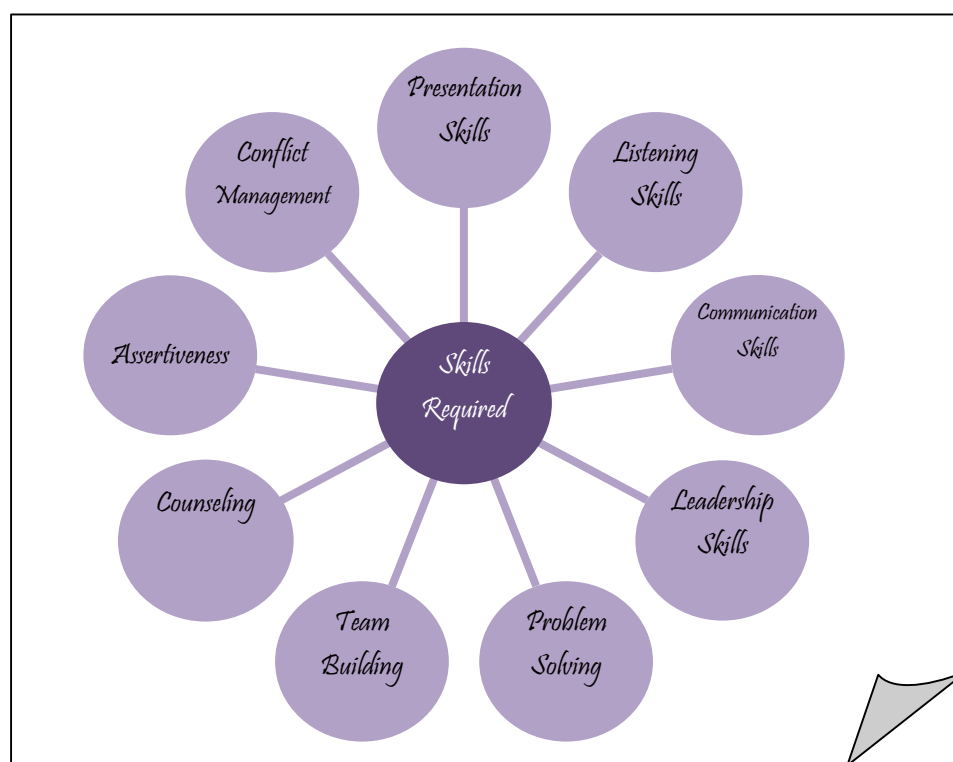


Fig. 6: Skills required for a teacher

Characteristics of a teacher:

- Provides learning experience considering students characters.
- Plans well in advance.
- Develops suitable instructional material for different level of capacity.
- Knows limitation and advantages of different teaching method/techniques for realization of effective learning.

- Knows essential methods/resources to motivate students on topics such as gaining learning habits.
- Initiates essential methods to improve the basic skills of the learners.
- Knows mental, emotional and physical characteristics of the learners and plants teaching-learning activities attentively.
- Knows formal and informal continuous education.
- Plans, manages and assess school curriculum activities and incorporates with students.
- Knows structural/functioning of educational system.
- Provides essential suggestion/options for development.
- Respects learners and create positive learning environment.
- Creates sense of belongingness.
- Warming, accessible, enthusiastic, caring and a problem solver.
- Loves teaching-learning assessment and inspires students with practices, focuses on continuous professional development.
- Conveys the sense of leadership to the students by providing opportunities for nurturing leadership.
- Good teachers may 'shift gears' flexibly, where teaching-learning is not working and assess teaching-learning through lesson and make sure everyone understands the concept.
- Collaborate with colleagues and use of constructive criticism and advice appropriately to grow as educators.
- Maintain professionalism in all areas from personal to organization skills.

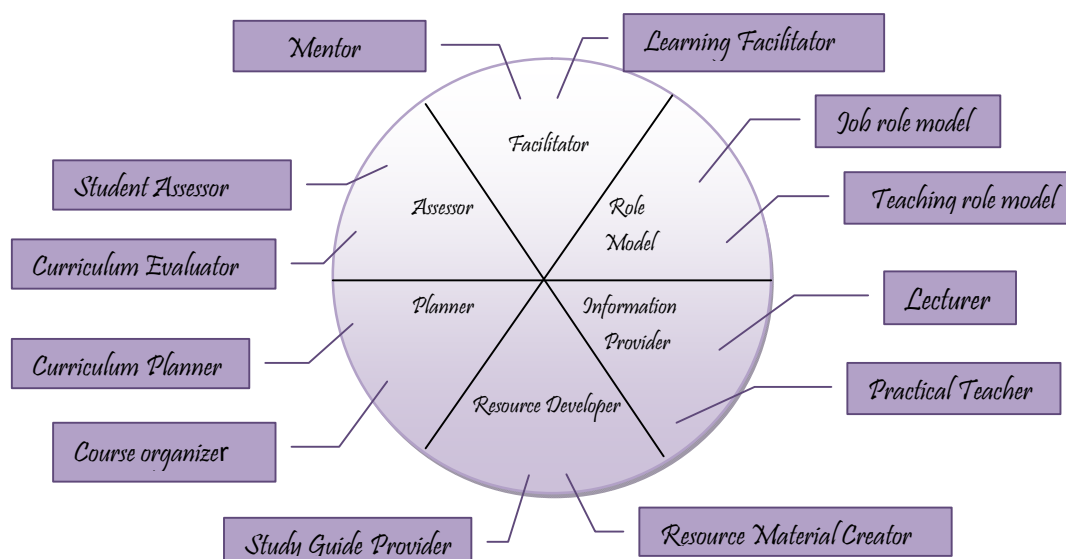


Fig. 7: Roles of a Teacher

<i>Sl.No</i>	<i>Items</i>	<i>Indicator</i>	<i>Cronbach Alpha</i>
	<i>Teacher-Student Interaction</i>		
1	<i>Participate in social activities with teachers.</i>	34	.729
2	<i>Value student's idea/opinion.</i>	59	.681
3	<i>Provide adequate opportunities to learners inside and outside of the class-rooms.</i>	45	.658
4	<i>Keep friendly teaching-learning relation.</i>	35	.632
5	<i>Experiential learning activities to motivate students.</i>	42	.602
6	<i>Get feedback from students about teaching-learning.</i>	67	.566
7	<i>Relate teaching-learning with day to day life.</i>	64	.542
8	<i>Verified class-room activities.</i>	47	.525
9	<i>Develop trust, co-operation, assist students to complete task.</i>	05	.522
10	<i>Recognized and call students by name.</i>	36	.508
11	<i>Regular interaction with students with positive feedback.</i>	66	.504
	<i>Teaching Profession</i>		
12	<i>Pay attention to the source of knowledge and are effectively and efficiently used.</i>	32	.507
13	<i>Pattern personality to enhance the prerequisite of the profession.</i>	30	.653
14	<i>Professional insight to sense the problems of the behaviour.</i>	25	.643
15	<i>Acknowledgement in teaching professional areas.</i>	40	.560
16	<i>Effective utilization of teaching-learning methods/principles.</i>	23	.557
17	<i>Cultivate self-confidence/self-esteem.</i>	26	.552
18	<i>Maintain appropriate range of progress through lesson/course.</i>	43	.518
19	<i>Change physical layout of the class-rooms and to provide better learning opportunities.</i>	21	.502
20	<i>Revise questions in class to produce effective positive climate</i>	06	.501
21	<i>Organized teachers</i>	46	.488
	<i>Humanistic characters</i>		
22	<i>Honest and fair teachers.</i>	24	.439
23	<i>Sensitive person.</i>	57	.401
24	<i>Cultivate human relationship and equal democratic assurance</i>	62	.792
25	<i>Tolerant teacher</i>	09	.427
26	<i>Understand leaning difficulties/disabilities/ behavioural disorder due to individual differences</i>	10	.602
27	<i>Unbiased and objective attitude in solving problems</i>	17	.576
28	<i>Love and care people around (Humanistic approach)</i>	33	.561
29	<i>Cultivate trust and positive teaching-learning relationship with students</i>	13	.550
30	<i>Know/ understand individual differences</i>	41	.540
31	<i>Clear about intended expected learning outcomes</i>	31	.508
32	<i>Provide adequate learning opportunities</i>	30	.458

Table 2: Varimax co-relation

Varimax correlation of characteristics related to the items professional competencies and teaching process are revealed in items as shown in the table-2. Cronbach alpha is found to be .814 which is the reliable component. 14% of the items variance are accounted for this component. Humanistic characteristics and justice characteristics components are obtained after the variance rotation with an indicator of 11 as shown in the table. Cronbach alpha is .822 indicates very reliable component. This component is 11.2% of the item variables.

Conclusion:

- Effective teachers must have mastery over the teaching competencies.
- Teachers should understand the teaching method of both science and arts. Sound understanding of the education principles will lead to effective and efficient teaching-learning process.
- Teachers ought to have passion and enthusiasm for teaching-learning and must demonstrate it.
- For teachers it is essential to have commitment, assess self-competencies and must upgrade themselves.
- Factors such as teacher-student interpretation, characteristics related to teaching profession and justice and humanistic attitude are the essential characteristics of successful teachers.

References:

1. Brophy, J. (1981). *Teacher Praise: A Functional Analysis*, Review of Educational Research, 51(1), 5-32.
2. Haider, A. (2016). *Student's Performance in Chemistry in Relation to their Logical Thinking Ability*. International Journal of Research, 3(9), 753-761.
3. Jones, S.M., Bailey. R. & Jacob, R. (2014). *Social-Emotional Learning is Essential to Classroom Management*. Phi Delta Kappan, 96, <http://doi.org/10.1177/0031721714553405>.
4. Phillips, P.A., & Smith, L.R. (1992). *The Effect of Teacher Dress on Student Perceptions*.
5. Wong, H.K., & Wong, R.T. (2001). *The Effective Teacher*. Harry K. Wong Publishing Company.