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FIVE PERSONAL INFLUENCES OF EFFECTIVE TEACHERS

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Abstract:-Students learning is effected in positive way by several factors such as mutual respect and rapport, experiences, academic, social and personal influences. Research show that certain personality characteristics influences students learning. Teacher's expressive characteristics such as warmth, enthusiasm, leadership and extroversion differentiate effective from ineffective teacher. The investigator used the survey method to collect information through a questionnaire. The sample consists of 200 students (i.e. pupil teacher) of B.Ed course. Each student was asked to give his/her response in yes or no to the statements of questionnaire about the personal traits of teacher which influenced them. The five most favoured personal traits of effective teachers that were perceived by the pupil teacher were grouped under five headings as: 1) Personal traits 2) kind and caring 3) owning the responsibility 4) professional competence and 5) fostering individualised instructions. The results show that effective teacher should be true, honest, disciplined, laborious, realistic, optimistic, self confident, polite, soft spoken, assertive, reliable & consistent, empirical and secular in approach, have good health and physique. These characteristics have been clubbed under the heading personal traits. Under the heading kind and caring, an effective teacher should be easily accessible, helping the students in solving their problems, friendly behaviour and providing the parental love and concern to the students while owning the responsibility, an effective teacher should provide extra time to weak students, give proper guidance and counselling to students, share freedom and responsibility, contribute to the learning environment. Professionally competent teachers should have the knowledge of teaching strategies, good command on your subject, have good communication skills, latest knowledge of content and pedagogy. Fifth trait of fostering individual instructions incorporate paying individual attentions and helping the students in solving their problems, changing the teaching methods according to the needs of students. Teacher should be a source of motivation and inspiration to the students.

Keywords: Attributes, personal influence, effective teachers.

INTRODUCTION

The classroom environment influenced by the teachers has a great effect on students' achievement, motivation and attitude towards learning. Students learning are mostly influenced by purposeful task, relaxed, warm supportive environment, sense of order and humour in an integrated way. Students learning is also affected in positive way by several factors such as mutual respect and rapport, experiences, academic, social and personal influences. Research show that certain personality characteristics influences students learning. Teacher's expressive characteristics such as warmth, enthusiasm, leadership and extroversion differentiate effective from ineffective teachers.

Personal influence may be defined as the capacity or power of persons or themes to be a compelling force on or to produce effects on the actions, behaviour, opinion etc. of others, it may be referred as the action or process of producing effects on the actions, behaviours, opinions etc. Personal influence is of two types : external or internal. External personal influence may be in the form of social interaction between two or more people such as classroom interaction between teacher and students etc. internal personal influence occurs when mental processes influences the decisions of other people. Turning these personal influences of teachers into a positive force is important to students

learning. The classroom environment generated by the teachers has a major effect on students' motivation and attitude towards learning. Several scholars (i.e. Frank, 1990; Fulton 1989; Goodlad 1990; Handler 1993) state the axiom that teachers usually teach in the way they were taught. It requires the analysis of review of students' insight into the effective and non-effective personal influences of teachers. Teachers make an indelible impression on their students' lives. These impressions can last for a long time and may have a significant impact on their present and future decisions. Teachers make the difference between a long and boring school year and an exciting and challenging year. The effective personal influence of teachers may make a positive difference on the lives of their students. This belief is the central focus of this paper.

REVIEW OF RELATED LITERATURE :-

In a study Kulandavel and Rao (1968) analysed the qualities of a good teacher and concluded that good teachers teach well, inspire good qualities among the students, reteaches the lesson if not understood by the students and does not have caste prejudices while treating students. Patel PF (1974) found that teacher's indirect influence had favourable effect on motivation and classroom organisation. Lulla (1974) indicates that indirect teacher's behaviours raised the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the group of pupils. It was also found that such an environment not only stimulated the learner in learning but also provided a congenial climate to the teacher. Maheshwari, (1976) investigated that effective teachers accept the feelings, praise, use students' ideas, questions students' response and encourages initiation whereas ineffective teachers harp on lecture method and assert authority in the class. Goel S (1976) indicated that extrovert teachers have greater interchange of classroom events than introvert teachers. Extrovert teachers give more importance on praise, encouragement, acceptance and questions to students as compared to introvert teachers. Calderhead (1976), Pianta (1999) and Watson (2003) described teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom environment, motivate students and make decisions. These characteristics depend upon his/her personal qualities and the ability to create personal relationship with his/her students. These effective characteristics of teachers may have a positive and significant effect on the lives of their students. It is known that personal traits have a profound effect on teacher practices and behaviours. With effective personal traits, teachers can develop relationship of mutual respect and trust, Carlson and Hostie (1997) believe that teachers' and students' agendas should overlap and support each other and it leads to positive learning environment. Zimmerman (1990) and Claxton (1996) emphasised that the learning process should be organised in such a way that students take responsibility for their own learning. Richardson (1996) observed a large number of teachers and curricula have become focal points for all constructivist-based teaching and learning practices. McNergney and Kellar (1999) observed a large number of teachers and conducted interviews. Their results revealed that effective teachers should pay attention to students' progress and actively involve them in learning activities while offering guidance and praise for efforts and accomplishments. In a holistic approach (Ingvarson 1998 a & b) competence presupposes the individual qualities and attitudes of teachers, as well as their skills and knowledge that arise as a result of their work. Studies have shown that traits such as flexibility in terms of appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers (Malikow 2005, Harslett et al 2000). Harslett et al (2000) identified some factors which contribute to the effectiveness of teachers as: teachers' interest in the personal life of students and their families, teachers' ability to recognise the diversity of students, to choose the best method possible for each student, and to create incentives for students. McBer (2000) from a series of interviews with teachers, identified 16 "professional characteristics", including personality traits and individual attitudes, which she then classified into five groups: a) Professionalism: commitment, confidence, trustworthiness, respect; b) Thinking: analytic and conceptual thinking; c) Expectations: disposal of achievement of high objectives, disposal for permanent comprehension of reality (e.g. the students, the order), and understanding of initiatives; d) Leadership: flexibility, accountability, passion for learning; e) Relations with others: fertile interaction which involves in the educational process, skills of common work & comprehension. McBar (2000), Jasman (2002) Anderson (2004) found that more effective teachers set realistic objectives, try and give incentives to students for learning, apply various teaching methods, select participative forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use various teaching aids, maximise teaching time through systematic measures (e.g. planning, reduced disturbances in the classroom, assign work that will stir the interest of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students. Coladarsi (2002) point out that the factors which contribute to the effectiveness of teachers is a feeling of commitment to the job at hand. Everston and Randolph (1999), Wang et al (1999) emphasised that more effective teachers keep all happenings in the classroom in check, that they are constantly on alert, that they swiftly deal with any problem that may arise and that they adopt various ways of working with students. Askew et al (1997) Medwell et al (1998) and Newton and Newton (1998) have expressed that teachers' effectiveness is strongly influenced by the opinion teachers have on the subject they teach. Liakopoulon (2011) showed that knowledge of subject taught is related to a teacher's belief. Quareshi and Niazi (2012) investigated that the personal and professional traits of a teacher when grouped together make him a balanced personality who with his knowledge, experience and proficiency in the skills and techniques in the realm of teaching contribute effectively in the learning process. Effective teachers genuinely

care, like and value their students. These teachers demonstrate kindness, share responsibility, accept diversity, foster individual instructions, and encourage creativity. With these skills and traits, they will have the potential to be an effective teacher.

OBJECTIVES:

1. To find out the perception of students about the personal traits of teachers which influence the learning of students.

METHODOLOGY:

The investigator used the survey method to collect information through a questionnaire. The sample consists of 200 pupils teachers of Bachelor of Education course. Each student was asked to give his/her response in yes or no to the statements of questions about the personal influence of teachers which influenced them. The data was analysed and these personal traits were clubbed into five groups on the basis of their similarity and differences.

RESULTS AND DISCUSSIONS:

The five most favoured personality traits of effective teachers that were perceived by students are given below; Personal traits, kind and caring, owning the responsibility, professional competence and fostering individualised instruction.

(i) Personality traits: This trait pertains to the persona of the teachers. Several statements were included in the questionnaire that were responded by the pupil teachers. The pupil teachers have perceived that effective teachers must be true and honest, laborious, disciplined, realistic, have good health and physique, optimistic, self confident, polite and soft spoken, impartial and secular in approach, assertive, reliable, neat & clean but simple. These traits have been favoured by 90-98% pupil teachers.

(ii) Kind and caring: This trait refers to the ability of the teachers to understand the emotions and feelings of the students. A living and caring environment needs to be established. About 90-98% pupil teachers favoured the following characteristics in the effective teachers. Easily approachable and accessible, helping the students in solving their problems, individual and personal concern to students, ready to help the students, friendly behaviour and providing the parental love. Pupil teachers have expressed their views by responding positively to such statements.

(iii) Owning the Responsibility: This trait emphasised on the ability of the teacher to own the responsibility. The pupil teachers focussed that an effective teacher should provide extra time to weak students, give proper guidance and counselling services, cultivate good manners and should be a hard task master. It is important to share freedom and responsibility with the students. Pupil-teachers emphasised that both teachers and students should contribute to the learning environment to bring teachers and student closer to each other. 90-98% of the pupil teachers have expressed these view.

(iv) Professional competence : This trait deals with the importance of professional development. The pupil teachers identified the knowledge of good teaching strategies, good command on your subject, teaching and explaining your subject beyond syllabus, updated knowledge of your subject, changing the teaching methods according to the needs of the students, having good communication skills, fluency in language. The pupil teachers found that effective teachers possess latest knowledge of the content and pedagogy and they should be competent in their profession.

(v) Fostering Individualised Instructions: This trait discuss the capability of a teacher to provide meaningful learning opportunities for all students. The pupil teachers appreciated teachers who give individual attention and helped them succeed with their learning experiences. They also stated that effective teachers help the students in solving their problems, provide effective learning environment. Teaching methods should be flexible so that she/he can cater to the needs of students. She/ he should be a source of motivation and inspiration to all students.

Traits/characteristics of Ineffective teachers

Pupil teachers in their response to the questionnaire have identified several characteristic of ineffective teacher or the traits which should be avoided to make teaching – learning process more effective.

These characteristics are as : abusing the students, ridiculing the students in front of the class, make consideration according to religion, caste, creed, race etc. and partial in his/her behaviour, discusses extraneous and personal matter in the class, pays attention only to meritorious students and gives academic help only.

CONCLUSION:

In the study the investigator classified the personality traits into five parts i.e. (i) personality traits (ii) kind and caring (iii) owning the responsibility (iv) professional competence and (v) fostering individualised instructions. The research show that pupil teachers favoured the following personal traits for effective teachers : true and honest, laborious, disciplined, realistic, have good health and physique, optimistic, self confident, polite and soft spoken, impartial and secular in approach, assertive, reliable, neat and clean but simple. The pupil teachers have favoured the following traits related to kind and caring aspect : easily accessible, helping, concern for students, friendly and parental love. The personality traits related to owning of responsibility are: providing extra time to weak students, guidance and counselling, cultivating good manners in students and a hard task master. The traits favoured by pupil teachers for professional competence aspect : adopting good teaching strategies, good command on your subject, updated knowledge, teaching method, catering to the needs of students' and good communication skills, similarly the traits favoured by pupil teachers for effective teachers pertaining to the sub-part "fostering individualised instructions : provides effective learning environment, provide individual attention to weaker students, help the students in solving their problems and making the teaching methods flexible to accommodate all kinds of students.

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