



PERCEPTION OF PASSIONATE TEACHERS –THE MOTIVATOR OF FUTURE CLASSROOM LEARNING

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ABSTRACT

The present era mostly concentrates and enforces the need and essential use of ethics in all areas right from teaching. Education is a fundamental process of human life. Teachers are the motivators of students in inspiring them in all activities. They are also considered as second mother to the child. Education is the only weapon which enforces students in developing in-depth knowledge and awareness of their own and other cultures in classroom

KEYWORDS :Teacher, Teacher-Student relationship, Classroom Management

Introduction

It is common knowledge that a good teacher can turn a student's life around. Good and qualified teachers are essential for efficient functioning of educational system and for enhancing the quality of learning. Teacher-student relationships are crucial for the success of both teachers and students. As a part of classroom management such relations are the most significant factor in determining a teachers work as successful. Therefore, A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Teachers react by using praise, acceptance, remediation in responding to students(Derk,1974).

Passionate Teacher

An educator is considered as a good teacher. The characteristics of teachers are complex and extensive. The importance of teachers which make them indentified in all situations is because they are open-minded, helpful, kind, flexible and caring.

A passionate teacher is defined as a "high quality teacher" (Merriam Webster). Teachers are made they are not born. It is a challenging to teach knowledge and ability through experience (Green 2014). Teachers should also be flexible and show students that there is often more than one solution to a problem (Black, 2005). Passion is a motivational factor that affects teachers performance. It drives the teachers for a better student accomplishment. They also create an effective learning environment and increase the learning potential of students. Passionate teachers have the ability to think and produce new notions in an easy way and they are committed and dedicated to their schools and lead to healthy education achievement.

Effective Teaching

Teachers are respected as divine soul next to god. The emphasis on teaching effectiveness hinges on the fact that effective learning is closely associated with effective teaching. Teachers should be able to encourage and promote student understanding to develop study skills, to model desirable attitudes towards the ideals of education and also to contribute to the emotional adjustment of the students. Lowman (1996) describes that effective teaching is of two main dimensions they are intellectual excitements and interpersonal concern. These includes enthusiasm, knowledge, inspiration, humor, interesting view point, clarity, organization, concern, caring, availability, friendliness, accessibility, helpfulness, encouragement and challenge. Ramsden (1992) asserts that effective teaching is teaching that creates an environment in which deep learning outcomes for students are made possible, where high quality students is promoted and where superficial approaches to learning are discouraged. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade".

Rationale of the study

Ryans (1960) has studied many number of teachers and has analyzed that master teacher has some qualities; and also students are one such at the receiving end of the teaching learning. It also possess perceptions of effective teaching as well as effective teacher. An effective good teacher must present material in an organized and engaging way. He also must use creative teaching approaches (White 2009, Duarte 2013; samples & copeland 2013). To develop and establish a positive teacher-student relationship, teachers need to see themselves through their students' eyes (Brookfield, 1995). When teachers identify and understand how they and their students perceive and react to the impact of classroom interactions similarly or differently, they are prepared to create an environment that is conducive to development and improvement of self-worth (Nuthall, 2007). Ever since, the research in school climate has been growing systematically, and in recent years many countries are showing a keen interest in this area. Literature in this field suggests that there is empirical evidence being documented on various aspects of school climate in several languages (for a summary, see Benbenisty & Astor, 2005; Cohen, McCabe, Michelli, & Pickeral, 2009).

Teacher Student Relationship

Teacher-student relationship is related to the teacher's ability to function in a social group and take on the social responsibilities of a teacher (Ciascai&Vlad,2014). The teacher and students must have cordial relationship which helps them in mutual learning .Good teachers treat all the students equally, listen and care for students and also get to know them individually (Aksoy,1998,Arnon&Reichel, 2007).Teacher student relationship can influence student motivation, engagement and performance(Hughes,2011). The relationship between teachers and students can have a lasting impact on the development of a child. Teachers who have strong bonds with their students have been shown to be more effective in their teaching roles. In addition to lower levels of behavioral problems, teachers with strong classroom bonds are also able to achieve higher levels of academic success among students. The following guide explores the importance of positive teacher-student relationships.

Improving Academic Success

Studies have shown that strong relationships between a teacher and his or her students can have a substantial impact on academic success. When students view their teachers as a partner rather than an adversary, they are more open to learning. In addition, this can turn classrooms into a collaborative environment where students are more willing to listen to both the teacher and each other.

Preventing Behavior Problems in the Classroom

In some classrooms, students may feel a sense of alienation from those around them. In particular, students from a lower socioeconomic background may feel like school isn't beneficial for

them. In their minds, school is an environment that tries to control them without any personal benefit.

By building a stronger relationship with students, teachers can overcome many behavioral issues by helping students feel like they are part of a group. Instead of feeling like they are outsiders in the classroom, students begin to feel like they are part of a team. While teachers are different than friends, a familial relationship can be beneficial for many students who experience issues with behavior.

Improving Student Attitude Towards Classwork

When students recognize that a teacher truly wants the best for them, they are willing to try harder in the classroom. Many students don't understand that schoolwork, while it may not be fun, is beneficial for them in the long run. Unfortunately, many students view schoolwork on a superficial basis. Schoolwork is viewed as something that isn't fun and doesn't provide a benefit. However, by building a stronger relationship with students, teachers can help their students recognize the value of their work.

Aiding Growth in and Outside the Classroom

Growth encompasses many different areas. These include emotional growth, academic growth, physical growth, and spiritual growth. Unfortunately, many classrooms focus only on growth in terms of academics. When teachers are able to take the time to build a stronger relationship with their students, it's possible to create a stronger understanding of what individual students need to achieve higher levels of growth. By doing this, teachers can adapt their classroom activities to better meet the needs of students. Teachers gain the ability to help their students grow beyond academics. They can learn how to help their students grow in many different facets of their lives and ensure students have a successful future for themselves and those around them.

School Climate

School climate is multidimensional in nature. Positive school climate is recognized as an important component of successful and effective school. It is also defined as the shared beliefs, values and attitudes that shape the interaction between students, teachers and the administrators and set the parameters of acceptable behavior and norms for the school (Emmons, Corner, & Haynes 1996).
Determines of School Climate

School climate is affected by five primary determinants:

Organization - The vision and leadership of educational leaders and their commitment to using school climate as the guiding principle for planning and decision-making, the policies they enact and the processes for determining and enforcing them, the lines of communication and access to authority, and opportunities to participate in decision-making.

Staff - The ways school staff relate to each other and to students; their classroom management and discipline practices, and the priority they place on being hall-friendly asset builders who demonstrate care for students' well-being.

Students - The degree to which students are engaged in leadership opportunities and the ways students relate to one another and to adults in authority. Seeing and treating students as contributors and not consumers goes a long way in gaining their involvement and their commitment to speak up and resolve conflicts peacefully.

Families - The values, beliefs, and practices that are instilled and reinforced in children by parents and other relatives, especially regarding how to behave with adults in authority and how to resolve differences with others peers, and also what value is placed on education, tolerance, communication and nonviolence.

Community - The values, beliefs, and practices that are evident outside the walls of school and home, particularly the value a community places on its children and youth, how its members treat

youth when they encounter them in their neighborhoods, and how they invest time and resources to support youth development. All five of these determinants have a different 'leverage value' or capacity to influence the climate. Some are more direct and immediate, while others require more time, funding and emphasis in order to have the maximum impact.

Conclusion

Every teacher should show an equal level of dignity to every person as an individual starting with their first common lesson. Teachers' respect towards the dignity of their students should also be manifested through how they fulfill their professional obligations; one of which is to clarify to the students, at the very beginning, the details of their study, the criteria of evaluation, the dates of their sessions, etc. Teachers at all levels of education should ensure the cognitive, intellectual and moral progress of their students and show them appropriate respect and appreciation. Keeping the set rules and requirements for fulfilling students' obligations and making sure that they do not change in the course of the term or school year merely through the teacher's willful decisions is also a way of showing respect for the human dignity of students on the part of the teacher.

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