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Education

PERSONALITY TRAITS AND TEACHING COMPETENCY OF TEACHERS

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ABSTRACT   The aim of this article is to discuss and clarify the general framework of teachers' competencies. Successful teachers are little less than paragons if one is judge from recent discussions and from reports of empirical observation and experimental research dealing with teachers personalities, one writer lists nineteen desirable qualities, including integrity, maturity , dominance, and diligence, another investigator catalogues twenty nine attributes, such a as introversion, vitality, punctuality, and persistence, a third researcher tabulates only six traits, but among them is competence in computing with two-digit numbers, a fourth author reports that speed of tapping and right and left hand coordination distinguish effective from non effective teachers. The purpose of this study was to systematically analyze the research exploring two psychological characteristics (personality traits and teaching competency) and measures of teaching effectiveness (evaluated teaching performance and student achievement). Implications for practice and future research are discussed.

KEYWORDS : Personality traits, Teaching competency, Teacher

INTRODUCTION

Education is the only instrument to make preamble true and only means for desirable social change. Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability" (133). The aims of education change very quickly depending on the demands of the era requiring more capability. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

Fisher (1998) lists the following roles of a teacher:
*   Teacher as a professional leading students to higher levels of understanding,
*   Teacher as a mediator allowing students to explore ideas and work together,
*   Teacher as a participant in the discussion contributing to the discussion in various ways. The presented roles may be supplemented also by definitions of other necessary roles, which should be performed by each high quality university teacher. An interesting structure of non-substitutable roles is specified by Homolová (2003, p. 33):
*   Teacher as a facilitator (helping person),
*   Teacher as an advisor (in various areas and needs of students),
*   Teacher as a guide (in the world of education),
*   Teacher as a director (of the subsequent development of a student's potential),
*   Teacher as a role model (worth following),
*   Teacher as a motivator (scrupulous learning and research) etc.

They reveal their inherently inert property: their ways of thinking, they reflect and project their personality in the students' personalities, confront their experience with the students' experience, fight with wins and losses of their empathy and results of their social Martina Blašková Procedia - Social and Behavioral Sciences (2014) and emotional intelligence. This is where the questions relating to the discipline in the education process arise (on the sides of both a teacher and students), the temperament of a teacher and students is examined, conflicts and tensions between various types of persons and natures occur, continuum of strictness up to/versus responsiveness of a teacher to students is demonstrated etc.

Socio-constructivist approaches to education are very important in this field. These ones represent a radical turning point in how the learning process is regarded as a process of discovering, constructing and reconstructing knowledge, attitudes, competence and values on the basis of one's own activity and existing experience with the help of the teacher and in cooperation with classmates. Stress is laid on comprehension and the ability to make use of knowledge to solve problems in real life situations, understanding the sense of learning, adopting one's own attitudes and viewpoints, and strengthening responsibility for one's own learning (Spilková, 2011, p. 118).

At the same time, the teacher must always objectively and fairly assess the success of their students and respect the multifactor decision-making on the final classification of the student's knowledge. Creativity is a decisive factor affecting human society. Productive thinking, original ideas, discoveries and inventions are the basis for expansion of knowledge, the progress of science, development of arts, technology, production and success in practical work (Decký, 2013, p. 9).

Competence of creativity is closely related to teaching performance/dimension of the teacher's personality. With regard to the teacher's activities the objective means an idea of what should be achieved by the activities (Průcha, Walterová & Mareš, 1998, p. 34). If a teacher wishes that their students are provided with the best quality education, the students should reach the highest possible of 5 levels of learning (defined by Gibbs, 1992) It means, further of important competences is the pedagogical competence. It is evident that the higher level of abilities and skills are demonstrated by a student, the higher flexibility, creativity and originality of stimuli and requirements must be offered, provided and required by the teacher towards a student so that the teacher does not "lose" a student, but just to the contrary, to gain the student's desire for more in-depth study. At the same time, the teacher must always objectively and fairly assess the success of their students and respect the multifactor decision-making on the final classification of the student's knowledge. Fourth key competence consists in assessorial competence. Cowan states that assessment is the powerhouse of learning. It is the engine that drives learning (1999) .The optimal educational contact and sound communication while teaching establish preconditions, e.g. for \development of the students' motivation, support characteristics of their work, affect

education consequences of the teacher's work, ensure optimal emotional atmosphere at class

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PERSONALITY TRAITS OF TEACHERS
An individual's behavior towards others, attitude, characteristics, mindset make his personality. Personality development is defined as a process of enhancing one's personality**.** Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time.

Personality traits of a teacher traditionally, professional competencies are divided into personal, subject and pedagogical and psychological competencies. The pedagogical dictionary defines a teacher's competencies (Pedagogický slovník, 2003, p. 103) as: "A set of professional skills and dispositions, which a teacher should possess in order to be able to effectively carry out their profession. Personal competencies include responsibility, creativity, and ability to solve problems, to work in a team, to be socially perceptive and reflective. Pruner says, "didactic abilities which are related to the use of relevant teaching methods, interesting presentation of the subject matter, developing creativity and volitional characteristics of pupils. A teacher should also have the ability for self-reflection which comes from feedback from themselves and/or from pupils. Pedagogical tact which demonstrates itself through empathy, quick decision making, sense for fairness, objective attitude and interest in pupils and their problems is an integral and important part of a teacher's personality (Pruner 2003, p.109-110).

TEACHING COMPETENCY OF TEACHERS
Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, peace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. Competency development must a continuous process in the organization. Encyclopedia of teacher training and education (vol.ii 1998) defines teaching competency as suitable or sufficient skill, knowledge and experience for teaching purpose, properly satisfied. Walker (1992), developed the following definition of competence,   the attributes (knowledge, skills and attitudes) which enable an individual or group to perform a role or set of tasks to an appropriate level or grade of quality or achievement (i.e. an appropriate standard) and thus make the individual or group competent in that role. In the consultations initiated by **NCTE** at several national seminars the following ten inter related categories of competencies have emerged quite prominently:

- **Contextual competencies** include not only educational but social and cultural systems also. It includes dealing with problems of wastage and stagnation, diversities in society, developing cohesive society and issues like urbanization and value inculcation
- **Conceptual competencies** include knowledge about stages of child development, right perspective toward education and implications of education

- **Content competencies** include joyful activities, media intervention, individual learning and provision of enriched environment for learning
- **Transactional competencies** include planning of action and evaluation, inclusion of activities like story**t**elling, singing etc in teaching process
- **Competencies related to other educational activity** include human values, celebration of national events and community life activities
- **Competencies to develop teaching learning material** include innovative ways to teaching and local visits to banks and other community resources
- **Evaluation competencies** include positivistic evaluation process, importance of feedback etc.
- **Management competencies** include skills of classroom management and role and responsibilities of teacher
- **Competencies related to working with parents** include role of parents and requirement of their cooperation in teaching learning process
- **Competencies related to working with community and other agencies** include the knowledge about importance of community in the holistic development of students.

The competency based approach teacher education, on its being translated into actual practice will lead in improving not only the performance of the teachers but would also help them raise their status in society.

INFLUENCE OF PERSONALITY TRAITS AND TEACHING COMPETENCY OF TEACHERS
Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme (Houstan, 1987 cited in 1).
Some characteristics of a competency are as follows:
1. A competency consists of one or more skills whose mastery would enable the attainment of the competency.
2. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
3. Possessing a performance dimension, competencies are observable and demonstrable.

Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance, or as the state or quality of being adequately qualified and capable of performing a given role. The Occupational Competency movement initiated by David McClelland in the 1960s sought to move away from traditional attempts to describe competency in terms of knowledge, skills and attitudes and to focus instead on those specific values, traits, and motivations (i.e. relatively enduring characteristics of people) that are found to consistently distinguish outstanding from typical performance in a given job or role. Thus the personality traits have its influence in their teaching competencies. The term "competence" first appeared in an article authored by Craig C. Lundberg in 1970 (cited in 2) titled "Planning the Executive Development Program", and then in 'David McClellands seminal 1973 treatise entitled, "Testing for Competence Rather than for Intelligence" (cited in 2). The term has since been popularized by Richard Boyatzis and many others.

The manifold complexities of today's society severely challenge

individuals. What do these demands imply for those key competencies that individuals need to acquire? Defining such competencies can enable us to identify overarching goals for educational systems and lifelong learning and to evaluate the range of competencies for the 21st-century teacher. At first, we need to understand the skills and sub -skills students require for successful communication and personal development, those that should assure them a competitive advantage in life:

- Thinking and Problem-Solving: thinking logically, estimating and turning problems into opportunities
- Self Direction and Learning: developing memory, being assertive, making personal changes
- Collaboration: persuading others, working in a team, discussing alternatives, reaching compromises
- Information and Research: understanding graphs, taking notes on a text, writing surveys, reporting information
- Organization and Planning: making plans, managing time, setting personal goals (cited in 3).

The teaching skills and life-long learning competencies of professional teachers comprise the following:

- to perform complex pedagogical duties;
- to be well-spoken, in good mental and physical health, stable and tolerant;
- to have a propensity to work with the younger generation, good communicative and observational skills, tact, a vivid imagination, and leadership (Shmelev, 2002).

During their professional careers, teachers pass through the following levels of professional growth to achieve the acme of professional competency.

1st level: pedagogical ability – characterized by detailed knowledge of the subject;

2nd level: pedagogical skill – perfected teaching skill;

3rd level: pedagogical creativity – marked by implementation of new methods and techniques into educational activities;

4th level: pedagogical innovation – distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education (Buharkova, Gorshkova, 2007).

Schools of education have acknowledged the urgency to develop culturally competent teachers. Pedagogical culture is, therefore, an integral part of a competent teacher. Pedagogical culture consists of three components:

An axiological component, meaning teacher acceptance of the values of pedagogical work;

A technological component, which facilitates solving different pedagogical tasks;

A heuristic component, which entails setting goals, planning, analyzing and self-critiquing; this is the creative part of pedagogical activity (Ivanitsky, 1998).

CONCLUSION

There is abundant research to support the notion that teachers play the critical role in improving student achievement in schools. What teachers do in the classroom is crucial in this process. The breadth of high-quality research accumulated over the past 40 years offers educators a clear picture of how to maximize teacher competency in four critical categories: instructional delivery, classroom management, formative assessment, and personal competencies. There is now ample evidence to recommend these competencies as the core around which to build teacher preparation, teacher hiring, teacher development, and teacher and school evaluations where their personality has its influence in all the above skills.

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