

Influence of Teacher's Personality on Apprentices

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Abstract

It was a study on thirty-year old persons who had been studied as infants, children and adolescents. Mac Farlane found it surprising that many of the thirty-year olds remembered all of their teachers and many recalled teachers who were especially important to them as the ones who simultaneously respected their feeling, excited. Their interests and elected a maximum performance from them. He advises that with all the variety in the pupils the teachers should have to reach all the pupils. If he cannot do this he should not take up the teaching profession. In brief, we can say that teachers who are competent and emotionally mature make the total school atmosphere full of pleasurable learning experiences for the pupils. On the other hand, the important and maladjusted teacher spoils the school atmosphere.

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Introduction

The assertion that the teacher's impact on pupils personality development is tremendous and so it is essential that our school should have mentally healthy teachers. Education is a human process. In this process the most important influence is that of the teacher.

It is also necessary the teachers develop a family like atmosphere in the school. In an article by Nicholas Kristof on "Inside Japan's" it was emphasized that the family like relationship between teacher and students in Japanese schools have resulted in much successful education of Japanese children. The Japanese educational system creates a tight sense of family for most students. Quoting an American teacher Mathew Low, the author writes in her words 'I've never seen any system that is so family oriented where teachers and students are together as one'.

The pygmalion effect. We have mentioned above the investigation by Rosenthal and Jacobson. Since this investigation has aroused considerable interest regarding teachers influence on student's behaviour pattern we are describing it in some detail.

Robert Rosenthal and Lenore Jacobson (1968) [3] explored the influence of teacher has on the way a student behaves. We all know that the attitude a teachers has toward a student influences him but the question which Rosenthal and Jacobson tried to answer were can teacher get a student overachieve by raising his expectations of what he can do and can they cause how to under achieve by lowering them? The results of the investigation by these researchers were reported in their book 'Pygmalion in the Class-room'.

In their investigation the two researchers told the teachers in an elementary school that certain of their pupils had been identified by special tests as 'late bloomers', who possessed the potential for making an 'academic sport' in the near future. The selection of late bloomer was done randomly and not on the basis of any test. At the end of the school year the intelligence of basis of any test. At the end of the school year the intelligence of the late bloomers was tested and it was found

that they had made gains in I.Q. that were considerably greater than chance would lead one to expect. The difference was more in the first and second grades, where about one half late bloomers gained twenty I.Q. points or more in contrast to only about one fifth of their class-mate who made similar gains. The explanation for this result as given by the researchers was that the teachers through their behaviour somehow communicated their high expectations to the late bloomers. These expectations had an encouraging effect on the late bloomers who started expecting better from them and bloomed accordingly.

This result generated great interest and had wide implications. For example, in our country the teachers working in rural areas and with other disadvantaged groups like slum dwelling children very often say that their students cannot learn much or they will always be poor in studies because they are inferior and adopt an attitude of helplessness. This might be resulting in a large number of failures in such schools or substantial number drooping out from the school. The studies by Rosenthal and Jacobson have suggested that if the teachers have more positive attitude the students will be doing much better. This puts a great responsibility on the teacher of disadvantaged students.

Teacher Effectiveness

According to Eggen and Kavchak (1994) teacher effectiveness is defined as the set of teacher behaviour that is associated with high (Compared to less effective teaching) student achievement."

An effective teacher must possess essential teaching skills. By essential teaching skills we mean the minimum levels of teaching ability needed to promote student learning.

Attitudes

The teacher must have positive attitude towards their students. For example, a positive attitude is that the teacher's responsibility that he tries his best to ensure that all reach to their maximum potential. Good (1983) used the term active

teaching to describe this position and the behaviours associated with it.

Organization

The teachers must be organized in their work. Two types of organizations are considered important in teaching - Managerial and conceptual. "Managerial organization includes the set of teacher behaviors that increases instructional time and minimizes disruption."

"Conceptual organization results in ideas being presented to students in a clear logical fashion."

Communication

There is a strong link between communication and student achievement effective communication also leads to students' satisfaction and instruction.

Focus

The teachers must have the skill to focus on the lesson being taught or on the task being performed focus on the lesson attracts and holds students attention throughout the learning activity.

Feedback

It is considered as the information about current behaviour that can be used to improve future performance (Brophy and Good 1986). It is a great help in improving learning Feedback enables the students to check the accuracy of their background knowledge and create additional associations leading to more meaningful learning.

Review and Closure

Review summarizes previous work and prepares a lunch between what has been learned and what is coming. It emphasizes important points it may be done at any point during the learning activity.

Questioning

The skill in questioning "can stimulate thought, help students from relationship, reinforce basic skill, promote success, involve shy or reticent students, recapture the attention of someone who has drifted of and enhance self-esteem.

Conclusion

Proper counseling may help the teachers to overcome their problems. The students perform much better if they are encouraged towards the achievements of success being told that "They can achieve it".

The teacher effectiveness can be determined finding out whether he possesses essential skills of positives attitude, organization in his behaviour, communication focusing on task in hand, feedback, review, closure and questioning.

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