

The Role of Teachers Education, Teacher Effectiveness, Qualities, Models of Teacher Effectiveness

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Abstract – The role of teacher has considerable significant at all levels of education i.e. primary, secondary and higher. In a school at primary level the teacher's role is considered with the socialization processes which are followed at a letter stage by the fundamental skills of literacy. At secondary level the focus shift towards instruction and the assessment of performance which assumes even greater significance at the higher educational level. The teacher's role at all level is important. This role is however, is constrained by a number of matters, reasons and problems. The teachers have to face May pressures at personal and work related levels. This article focus on teacher effectiveness, qualities of effectiveness teachers and model of teacher effectiveness.

Keywords – Teacher, Education, Teacher Effectiveness, Qualities, Models

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1. INTRODUCTION

One of the most crucial pillars of the nation is education. Throughout any given civilization, education is used to pass on knowledge and skills from generation to generation. It has the potential to fundamentally alter the way civilization functions. Without a sound educational foundation, no country can grow and develop. Good teachers aren't an exaggeration when they suggest that this form of instruction is impossible without them. Teachers like Rishi Vashist, Rishi Sandipini, Maharshi Vishvamitra, Maharishi Valmiki, Acharya Chanakya, etc., who still maintain high esteem in our society, made our ancient education system exceptional. It is teachers who have the most impact on a nation's future. Children are mainly influenced by their teachers. Teachers' influence, like a wave on the ocean, begins with one student and spreads through the generations as the student passes it on to other students. He sets the stage for future generations by igniting a plethora of candles. To put it another way, teachers are capable of steering their students' futures in the right direction. In the eyes of the nation, teachers are a mirror and a gauge. In order to make growth, the school needs an effective and visionary teacher. To be able to discover the potentials of others, they are a source of new knowledge and an advocate for expanding knowledge. Innovations and discoveries that can help people lead a better life are brought to life by these people. Imagination and

creativity are influenced by them. Their sway extends to the highest reaches of the cosmos, and there is no end to what they can accomplish. It's the teacher's job to instill in students the values and traditions of their predecessors; as such, his position is unique and unrivalled. When it comes to the role of teachers in encouraging understanding and tolerance, there has never been a better time than now. In the twenty-first century, it is expected to become even more vital. Teachers have great responsibilities for shaping the minds of young people because of the need to go from limited nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding, and pluralism, and from autocracy to democracy in its narrow expressions. Having a good teacher can have a positive impact on a student's life. Educational institutions are the backbone of today's complex and dynamic society; teachers who can attract large numbers of students around them and whose glory used to be reflected in terms of student achievement; ability to make effective use of sound personality patterns and professional insight when relating to children in promoting all-round development. As a result, one of the most difficult problems in educational research today is identifying good teachers from those who are not. Yes, teachers play a critical role in the teaching-learning process. The teacher is the conduit

through which any educational programme or innovation reaches the pupil.¹

As a teacher, you must have a well-balanced personality that allows you to handle stress more efficiently in the workplace, and this can only be achieved by having a well-rounded personality. Furthermore, the teacher's personality is far more important than simply passing on facts. A common belief is that the teacher's elevation, confidence, and strength provide the pupil the confidence and strength they need to reach their full potential and live a balanced and ideal life. Consequently, the value of a teacher's personal traits are connected with their students' future. A teacher's efficacy can be linked to a variety of personality traits, including cognitive, emotional, and psychomotor. Aside from these, aspiration, inventiveness, curiosity and attitude are also included in the definition of aspired-to-be-better-than-average. As a result of the teacher's personality, learning is engaged, supported, strengthened, and sustained in the learner's surroundings. The concept of a teacher's personality is founded on the premise that the teacher's personality affects how students learn. The teacher's personality determines the way he or she interacts with pupils, the approach he or she chooses, and the type of learning experience he or she provides.²

2. TEACHER AND HIS ROLE IN EDUCATION

Every civilisation is built on the foundation of education. It serves as a mirror for society's ideals. People can see where they've gone wrong by looking at this. Education's purpose and function have changed over time as society's requirements have developed. When education was all about religion, combat, and art to the current period of super-specialization, it was a long journey. It has undergone a number of processes before reaching its current state. An educational goal is to help a student become more self-sufficient and knowledgeable, as well as more literate. It strives to develop the whole person. Human progress can only be achieved via education.³ It not only helps people flourish financially, but it also helps them find greater contentment and joy in their daily lives. It teaches everyone how to be a good human being and how to progress both ethically and materially. It has become an integral aspect of the development and expansion of societies around the world.. In addition, education has always been a significant social marker and a driving force in the economic and social growth of countries around the globe. A nation's success is primarily dependent on its educational system. The quality of a school's teachers is directly related to the quality of the teaching-learning process. Education is a process that revolves around the instructor. The effectiveness and efficiency of a company's operations are largely determined by the calibre and level of dedication of its workforce. Teachers are at

the top of the pyramid of education, and they manage both the goals of education and their students at the same time. Because of this, the effectiveness of any education plan or programme announced by the government relies heavily on the dynamism of the teachers involved. As the Kothari Commission (1964-1966) has stated, 'the quality and character of teachers are probably the most crucial'.⁴

3. TEACHER EFFECTIVENESS

The teacher's position in the classroom is crucial. The teacher serves as a bridge between the educational system and the students they teach. Highly successful teachers are essential to all aspects of school reform, including the establishment of a more rigorous curriculum, the adoption of novel assessment, and decentralisation of management. Therefore, it is correct to claim that the efficacy of the educational process is directly related to the effectiveness of the teachers in the classrooms. Efficacy is seen as the pinnacle of perfection and is sought after and sought after in all of one's endeavours. Effectiveness, therefore, is defined as a person's ability to perform at their highest level of efficiency and production. It is a characteristic of the person's finest self. Effectiveness is a measure of an individual's ability to think creatively, behave purposefully, and have an impact on others. Quality education is defined by the effectiveness of its teachers. When it comes to teaching and learning, the phrase "teacher effectiveness" encompasses a wide range of actions that are carried out by teachers in an efficient manner. In the past, teacher effectiveness was measured primarily in terms of what a student went through rather than what a teacher accomplished.⁵ Actually, it relates to the impact that a teacher has on the students he instructs. The ability of a teacher to comprehend their students is a measure of their efficacy as a teacher. Basic abilities, comprehending correct work habits, desirable attitude, value judgments and adequate personal adjustment are all aided by this course. The professional attributes of instructors are what contribute to a teacher's ability to be effective. What matters most are both cognitive and noncognitive qualities, such as a teacher's credentials and distinctions in the academic realm as well as his or her ability to communicate clearly and fluently. To put it another way, it can be claimed that a teacher's effectiveness is linked to the success of their students and educational goals. It's impossible to list all of the qualities and abilities that make a teacher successful. The effectiveness of a teacher is an important concept to grasp when analysing classroom behaviour, yet there is no agreed-upon definition for this concept. Some studies have attempted to define it, despite the difficulty of doing so uniformly. The following is a summary of their thoughts: A relationship between teachers, students, and other members of the educational community, all affected by the restricting or

facilitating aspects of the local surroundings, is the basis for teacher effectiveness, according to Barr (1952). Efficacy, according to Remmers (1952), was defined as the degree to which an agent had an impact on (a) the student (b) the school operation (c) the community. It is widely believed that a teacher's impact on students is an important factor in their success. Pupil growth, change, development, learning, and life have often been viewed as a teacher's ultimate success criteria. In contrast, the impact of the school's operations and the community on the teacher's efficacy had not been as accurate as a criterion. Teaching effectiveness is defined as an individual's ability to function in a certain work environment, according to Stern, Stein, and Bloom (1956).⁶

4. QUALITIES OF AN EFFECTIVE TEACHER

Children's success in the classroom is mostly determined by the quality of their teachers. Students who are taught by successful teachers perform significantly better than those who are taught by ineffective teachers, according to research.⁷ As a result of this disparity, pupils from low-income and minority backgrounds are more likely to be taught by teachers who lack the proper credentials.

Table 1: Summary of characteristics associated with more effective teachers

Cluster	Characteristic	Description
Professionalism	Commitment	Commitment to doing everything possible for each student and enabling all students to be successful.
	Confidence	Belief in one's ability to be effective and take on challenges.
	Trustworthiness	Being consistent and fair; keeping one's word.
	Respect	Belief that all individuals matter and deserve respect;
Thinking/Reasoning	Analytical thinking	Ability to think logically, break down and recognize cause and effect.
	Conceptual	Ability to

	thinking	identify patterns and connections, even when a great deal of detail is presented.
Expectations	Drive for improvement	Relentless energy for setting and meeting challenging targets, for student and the school.
	Information seeking	Drive to find out more and get to the heart of the things, intellectual curious.
	Initiative	Drive to act now to anticipate and pre-empt events.
Leadership	Flexibility	Ability and willingness to adapt to the needs of a situation and change tactics.
	Accountability	Drive and ability to set clear expectations and parameters and hold other for accountable performance.
	Passion for learning	Drive and ability to support students in their learning and to help them become confident and independent learners.

Table 2: Ten traits of highly effective teachers

PERSONAL TRAITS	TEACHING TRAITS	INTELLECTUAL TRAITS
<ul style="list-style-type: none"> • Mission driven and passionate • Positive and real • A teacher leader 	<ul style="list-style-type: none"> • With it-ness • Style • Motivational Expertise • Instructional effectiveness 	<ul style="list-style-type: none"> • Book Learning • Street smarts • Mental life

5. MODELS OF TEACHER EFFECTIVENESS

The models of teacher effectiveness have been presented below:

Mitzel's (1982) Model of Teacher Effectiveness

Using the Mitzel (1982) model of teacher effectiveness, it is possible to see how the three criterion of teacher effectiveness are interconnected. According to him, there are nine significant sorts of variables involved in the definition of teacher effectiveness recommended as basic for planning future study, in the research itself, and in making decisions about teaching effectiveness.

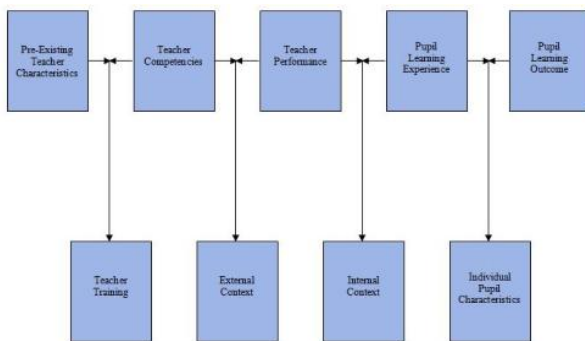


Figure 1: Structure of Teacher Effectiveness, Mitzel (1982)

In the top row (on-line), the five cells (variables) represent five sorts of variables that have been used to evaluate instructors at some point or another in the past. There are four more variables that have an impact on teaching outcomes that are not under the control of the teacher in the second row (off-line). The diagram's arrows show the direction in which each variable's effect flows. An arrow connects each cell to the one other cell it has the most direct effect on. Please note that all other cells depicted directly or indirectly have an impact on students' learning results.⁸ The success of a teacher is therefore dependent on at least eight different types of variables, and it is critical that they be clearly identified one from the other. Pre-existing teacher characteristics, teacher training variables, and teacher competencies are all part of Mitzel's presage criteria. His process criteria include teacher performance and pupil learning experiences. His product criteria are based on pupil learning outcomes. First, fourth and fifth online cells, as well as student learning outcomes do not require more explanation. It is possible to explain the four off-line cells as follows: A teacher's ability to improve as a professional is reflected in training factors, such as the number of competencies a teacher has in his or her toolbox. A special focus is on pre-service training, the preparatory work that takes place before a teacher begins full-time practise. During pre-service training, a teacher acquires a wide range of knowledge, skills, and beliefs that will help him or her

succeed in the classroom. External context variables are the qualities of the school where the teacher works that interact with the instructor's competencies to determine how well that teacher succeeds in the setting.⁹ This cell's variables include the school's physical and support facilities, media and materials available to teachers, and the interaction between the school and the community. This cell contains the variables that affect how much other school personnel contribute to teacher effectiveness. Pupils' learning experiences are determined by a combination of teacher performance and internal context variables, which are class features taught by that instructor. Data on class size, ethnic composition, and sociometric features are included in this cell's data set. Learning outcomes are determined by a student's individual attributes, such as their gender, ethnicity, and socioeconomic status. Because of their differences in aptitude, values, and interests, two students will have very different reactions to the same learning situations.¹⁰

Nitsaisook and Postleth's (1986) Model of Teacher Effectiveness

Nitsaisook and Postleth (1986) gave the process products paradigm, probably the best known paradigm which is implicit in Figure 2. It is sometimes called the pre-sage-context-process-product paradigm.

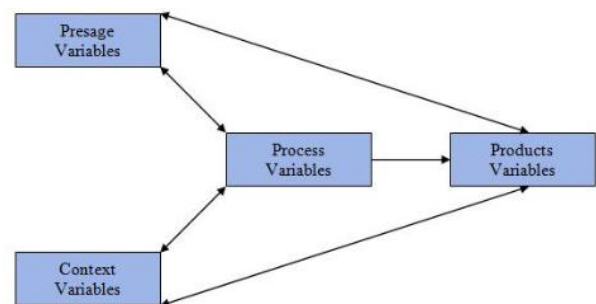


Figure 2: Model of Teacher Effectiveness by Nitsaisook and Postleth (1986)

Teachers' age, gender, training, verbal aptitude, years of experience, topic knowledge, teacher-education experience, educational values, and implicit conceptions of teaching are all examples of presage variables in the context-process-product paradigm. how students learn, how they interact with each other and their teachers are all variables that can be analysed in terms of context and process variables.¹¹ Product variables are those that characterise student achievement of cognitive objectives as well as how students learn and interact with each other and their teachers are all factors that can be analysed in terms of product variables.

Mcber's (2000) Model of Teacher Effectiveness

Teachers' efficacy was explained by McBer using evidence-based models (see figure 3). There are

various periods in the teaching career that he has tried to illustrate what effective teachers perform in the classroom.¹² There are three key elements that contribute to teacher effectiveness, according to this approach, which are:

- Teaching Skills
- Professional Characteristics
- Classroom Climate

Each factor provides distinctive and complementary ways to the contribution the teacher makes.

This is explained as under:

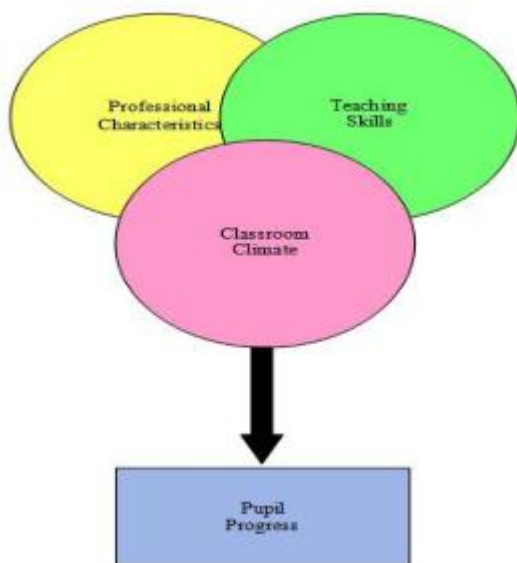


Figure 3: Model of Teacher Effectiveness by McBer (2000)

The three elements are distinct in terms of their nature. A teacher's professional attributes and teaching abilities are two of the variables that contribute to his or her success. Professional traits are the habits and routines that guide our day-to-day actions. As a teacher, you must continually demonstrate your teaching talents in order to be an effective one. Classroom environment is a measurable outcome. Teachers can learn how their students feel about the learning environment they have built in their classrooms, and this affects their students' drive to study. Effective teachers are experts in their fields. Educators have a deep understanding of the best ways for teaching their subject matter. It's important for teachers to make the most of their expertise in two ways. One is the degree to which they regularly and effectively use acceptable teaching strategies across all of their lessons. In the classroom, they employ the teaching methods and strategies that can be witnessed. Additionally, they have a wide variety and intensity of professional traits that make them effective. Pupil advancement is a result of the successful application

of topic knowledge, teaching methods, and professional traits. Using classroom atmosphere as a measure of the impact of a teacher's skills, knowledge, and professional traits is another option. To put it another way, climate is a measure of how students feel about many aspects of their classroom environment that have a direct effect on their ability and desire to learn.¹³ These three characteristics, when combined, are a powerful tool for teachers and students alike. Teachers can use it as a framework for evaluating their own performance, as well as for determining the areas in which they need to make improvements. By demonstrating professional traits at a greater level of complexity, effective teachers are able to employ teaching abilities in a highly structured learning environment. There is no one-size-fits-all personality or professional attributes in the classroom. There are no two teachers with the same set of skills. The characteristics of effective and ineffective instructors are based on their professional and personal characteristics.

Clark and Walsh's (2002) Model of an Effective Teacher

An successful teacher model has been presented by Clark and Walsh (2002). (see figure 4). In addition to the information that a competent teacher has, the model takes into account how the knowledge of the teacher interacts with that of students. With the help of this model, teachers can examine how their environment affects them in a dynamic way and become more effective.¹⁴ The model's components: The most important components of a successful instructor are:

1. Content knowledge
2. General pedagogical knowledge
3. Curriculum knowledge
4. Pedagogical content knowledge
5. Knowledge of learners and their characteristics
6. Knowledge of educational ends, purposes and values
7. Knowledge of educational context.

These components are classified into four clusters:

1. Discipline knowledge
2. Pedagogical knowledge
3. Knowledge of contexts
4. Personal knowledge

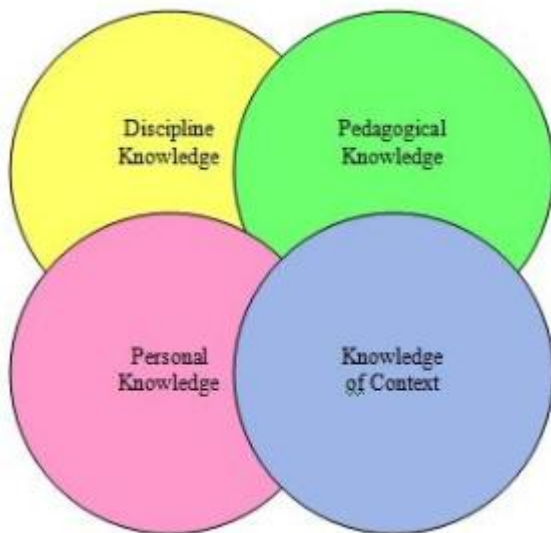


Figure 4: Model of an Effective Teacher by Clark and Walsh (2002)

Concepts, ideas, and skills: Discipline knowledge involves an understanding of the most important aspects of the subject matter. To be able to teach a particular discipline effectively, one must have a thorough understanding of the subject matter. In education, pedagogy is the art and science of teaching and learning. Personal knowledge of a student and his or her family as well as social interactional abilities are included in this knowledge base. Contextual awareness: It is important to know about the context in which you are teaching and learning. Own knowledge includes the teacher's personal philosophy and self-belief, as well as the teacher's moral code of conduct. Effective teaching is the consequence of the sum total of all this information. In terms of educational outcomes, an effective teacher outperforms his or her peers. He continually examines and comprehends both the moral and intellectual goals of his teaching. He is considered an ineffective teacher when he lacks all of these characteristics.¹⁵

6. CONCLUSION

Teachers are critical to the success of an educational system. An individual's imaginations, wisdom, love for humanity, and enlightenment can be developed through the guidance of a good teacher. According to the National Policy on Education (1986), 'The position of the teacher reflects the socio-cultural ethos of a society' today, teachers have a unique and important role in any culture because of this. To be an excellent teacher is to learn and pass on the relevant aspects of culture and tradition; to develop new knowledge, to stimulate innovation, to critically evaluate past traditions and cultures; and to enhance the social and economic fabric of a society.. The teacher's influence on the students entrusted to his care is the essence of education. Regardless of how well-designed a curriculum or syllabus may be, a lack of effective teachers makes it unsuccessful. The

teacher's role is becoming more challenging in today's rapidly changing and dynamic environment. This new knowledge age presents a variety of challenges for instructors in this era of globalisation. As their workload increases, their research responsibilities increase, and their skill set improves, they are challenged. Teachers' expectations for students' performance have risen significantly in recent years. With his classroom duties and personal and family obligations, a teacher has to expend a great deal of energy each and every day. Teachers are subjected to a lot of stress and strain as a result of this tendency.

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