

THE QUALITIES OF GOOD TEACHERS

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Abstract

This paper is to remind teachers that the main aim of teaching is not only teaching LSRW or the prescribed textbook in the classroom but also to build a good bridge between teacher and students. Imparting knowledge to students is not only teachers should do but help them to grow and learn by doing. Teacher's personal good qualities towards the students and teaching qualities would help students in the process of learning. A good bond of teacher-student is needed and preparation for a class gives proper and systematic learning. Teacher shapes the personality of the students to be better citizens of the world.

Keywords: to build a good bridge, grow and learn by doing, teacher's good personal qualities, teaching qualities, better citizens.

Introduction

The role of the teacher is to facilitate his own students.

Teacher, according to Oxford Dictionary (2011), is "person who teaches in a school", and "teach" as "1. give information about a particular subject to a class or pupil. 2. Show someone how to do something".

A renowned philosopher Vivekananda stated: "The true teacher is he who can immediately come down to the level of the students, transfer his soul to the student's soul and see-through and understand through his mind. Such a teacher can really teach and non-else" (as cited in Haider and Jalal 2018). As teachers are we doing justice to the students? What is the aim of teaching? Do we really fulfill the tasks we are called for?

Then and Now Schooling

Earlier the students were passive and it was more of a teacher's talk. The teacher was the knowledge and students considered him as the only source of knowledge and whatever the teacher had said was the ultimate truth. Today, the system of education is changing. The demand of students has changed. In the same way, the approaches and techniques need to be changed too. There are schools where students are given importance, their voices are heard and considered. Nevertheless, even today, many schools still follow this traditional way of teaching. It was said as the "banking concept of education" (Friere,

2017, p.45). The teacher dumps information in the mind of students and thinks her work is fulfilled. Like Friere has pointed out, "the more meekly the receptacles permit themselves to be filled, the better students they are" (p.45). John Dewey states: "If we teach today as we taught yesterday, we rob our children of tomorrow" (as cited in Haider and Jalal 2018). As teachers what solution shall we bring to bring a better education in our state/country?

What are the main aim of teaching?

The main aim of teaching is giving importance to children i.e. "child-centered pedagogy" (NCF 2005, p.13), to listen to students' voices, experiences and appreciate their participation in the classroom activities. Teachers should give an opportunity to raise their voices not just answering what the teacher asks. Students can learn naturally where they feel comfortable; therefore teacher should create an environment where they can feel like at home and where their cultures, languages are valued (NCF2005). In order to create the right environment for all the students in the classroom, the teachers should know the students, their emotional needs, and their background.

Teachers should give students learning activities to find out knowledge apart from their syllabus (NCF 2005, p.20). Knowledge is not only written in the textbook. It can also be found through interaction with friends or listening to their peers, or by doing.

For instance, the teacher can help students to enact the drama of the story in their own words, or pair work or group of four can sit down together and change the ending of the stories by giving "what if". Teachers should have knowledge and understanding of his or her own subject. A teacher must be able to guide his or her students in the subject s/he is handling. Hudson (2008) stressed that teachers need to be good and competent in their areas of teaching. Students' minds are like an unending depth; their imagination, their doubts are sometimes inexpressible; sometimes the questions are very different from how the teacher thought; as the guide, he/she needs to have the answers to every question. This is why the responsibility and tasks of teachers are not easy. A lot of research after research would help students to find answers to their questions.

Teacher should be teachable. No one is perfect even the teacher whom children think the teacher knows everything. There might be a time where the mistake of the teacher was corrected by his or her own colleagues or by his or her own students. He should know his mistake and be corrected.

According to Dewey, Socrates and Plato emphasized that the main aim of education is to impart knowledge. It is the duty of a teacher to help students grow not only in academic but even in the real life activities; and knowledge is beyond the textbook and school. Students should be able to use the things they have learned in the class to apply in their real-life activities as well, like the electric circuit they have learned in their physics class, they should be able to apply at home when needed, the lesson they have learned in their Language class, to show love to others, they should be able to show it every day.

Teacher should be well prepared for the class to have the systematic flow of the lesson. Sometimes it fails to carry out according to how he or she has planned, nevertheless, when the teacher is well prepared, it is productive. Classroom teaching is not only teaching about the lesson; it is also the opportunity to shape the students' personalities in the school and outside the school. It accepted both socially and academically; "Socially, teachers' discipline strategies have been suggested to be a potent force to promote students' sense of

responsibility in the classroom (Lewis, Romi, Qui, & Katz, 2005) and to produce more responsible citizens at a grand vision (Lewis, 2001). Effective teaching research also shows that a sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students' misbehaviour distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons (Barton, Coley & Wenglinsky, 1998). (as in Rahimi and Karkami, 2015)

Teacher's relationship with students

Teacher-students' relationship is vital in the process of learning. There are numerous factors (personal or from the outside) that help students to learn; one of the main factors is the relationship between the teacher and the students. The teacher is the one who spends time seven to eight hours with the students in the school; the teacher like a god in human form sees the mistakes and where the students need to be encouraged. There are many stories that we have heard that because of the teacher his or her students started speaking up, become a better person, started liking the subjects, started liking schools and the surrounding. Yet there are also many instances because of the behaviours of the teacher towards the particular student, he or she became the criminal, dropped out, left school, cheater and most importantly could never learn anything even if the student was in the classroom.

Students' minds are fragile and delicate; if not given proper attention or not handled correctly, they may break emotionally, break academically and socially. Sometimes, some teachers expect a lot from the students and when they cannot meet the expectation, teachers began to scold those, using harsh words. A teacher needs to put down the high expectation from the students. Knowing their areas of difficulties, the teacher should guide them and help them to reach their goals. "The student-teacher relationship is like a bridge that connects the knowledge, experience, and efficiency of a teacher to bring out the potentiality of a student with his/her aspirations (Mercinah and Nirmala).

In a study conducted in Finland, Hirvonen (2010), studied on internal and external demotivation in which the teacher's behaviour is one of the factors.

In Vietnam, Trang and Baldauf (2007), 64% of students were demotivated because of the teacher's behaviour. In the studies conducted by Sahragard and Ansaripour (2014) to Iranian MA students of TEFL and the third demotivating factor was the professor's characteristics which include competence, behaviour and availability.

In the studies of Haider and Jalal (2018), with 11th grade students, nine personalities of a good teacher are reported and five traits of the teaching of a good teacher. Nine personalities of a good teacher are:

1. A good teacher is a good motivator
2. A good teacher is a good listener
3. A good teacher has student-centered or democratic attitude
4. A good teacher is hardworking and talented
5. A good teacher has a friendly nature
6. A good teacher is good looking
7. A good teacher is unbiased
8. A good teacher is a man/lady of principles
9. A good teacher has a light hearted personality

Teaching of a good teacher includes:

1. Clear explanation
2. Fun and humour in teaching
3. Sound content knowledge
4. Share and discussion
5. Relate the concept with the natural world

Similar studies were done by Ali Shah (2009) and Rashid (2018) found that teachers' behaviour has a direct effect on students' academic performance. Teachers should show no favouritism to any students but should see equally.

Relationship with parents

Students enrol in from different regions, cultures and background. Many schools make time to have teachers-parents meeting every year (eg. Vellammal Schools in Chennai and other schools as well). The main objective of the meeting is not to inform the parents about the marks and performances of the students rather understand each other and help students to grow.

Beyond four walls

One of the aims of the teacher is to let his students go beyond four walls. The education or the skills he or she is teaching in the classroom should not end in the classroom but encourage and let the students know to apply it and to utilise it outside the classroom whenever the relevant situation arises.

Conclusion

Teachers aim of teaching is not only teaching the students how to read, write, speak and listen. It is beyond these four skills. Every student is unique; they have their own styles of learning. Giving students important in the process of teaching-learning, there will be real learning and real teaching. Teachers' behaviours play a vital role as it is one of the factors in bringing students in the real path of education.

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