Indicators of the Teacher Effectiveness in the Educational Process

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Abstract
Today's modern education requires modern teacher in the same process. The emphasis is not placed only on the curriculum and what should be taught, but the affective moment holds a significant place. The way the teacher manages the classroom, provides climate in the classroom, relations of entities actively participate in the educational process, etc. Something that is really appreciated today is the effectiveness of the teacher and his ability to be a good leader. This paper will focus on indicators that show teacher’s effectiveness in the educational process: the ability to develop trusting, compassionate relationships with students; patient, caring and kind personality; professionalism (dedication to teaching); subject matter knowledge and knowledge of learners. These indicators are taken as a benchmark and a starting point from Pearson's Global Survey of Educator Effectiveness.

Key words: teacher, effectiveness, classroom, relationships, educational process

Introduction
It is undisputed that the role of the teacher is crucial in the educational process. The modern teacher tends to be a successful leader and at the same time be effective in work that matters. The modern teacher will be successful if it is able to establish adequate interaction and communication relationships with their students. The success in this depends on the degree of mutual trust, sincerity and partnership. Both students and teachers should work in that direction, since school quality implies a shift in the behavior of all stakeholders involved in the implementation of this process. (Kochoska, 2007) In order to have a better world, a world of respect and equality, it is necessary to embrace democratic values, community and cultural diversity. It is the only way we can talk about deep understanding of civic issues, connected communities, and global conversation. (Education, 2016)

Teacher Effectiveness in the Educational Process
A number of studies have shown that teachers are the most important school-based factor in student learning. A perfect example of such research is Pearson’s Global Survey of Educator Effectiveness. Pearson surveyed a range of citizens in 23 countries asking the question: “What do you think are the most important qualities of an effective teacher?” People around the world recognize that teachers need to be able to build compassionate, trusting

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relationships with students to create a safe, positive and productive teaching and learning environment.

These are the main indicators of the effectiveness of teachers in the educational process:

1. The ability to develop trusting, compassionate relationships with students
2. Patient, caring, and kind personality
3. Professionalism
4. Subject matter knowledge
5. Knowledge of learners (Katherine McKnight, 2015)

ABILITY TO DEVELOP TRUSTING AND PRODUCTIVE RELATIONSHIPS WITH STUDENTS

The most frequent response is that a great teacher develops relationships with students. The research literature agrees: teachers need to be able to build trusting relationships with students in order to create a safe, positive and productive learning environment. (Peterson-DeLuca, 2016)

The importance of building trust in the classroom

One definition describes trust as a "reliance on the character, ability, strength, or truth of someone or something." Trust means that we rely on someone else to do the right thing. We believe in the person's integrity and strength, to the extent that we're able to put ourselves on the line, at some risk to ourselves. Trust is essential to an effective team, because it provides a sense of safety. When the team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities. Without trust there's less innovation, collaboration, creative thinking, and productivity in the classroom. Students spend their time protecting themselves and their interests – this is time that should be spent helping the group attain its goals. Trust is also essential for knowledge sharing. A study published in the "Journal of Knowledge Management" found that trust was a key element in a team's knowledge acquisition. If the team members trust one another, they're far more likely to share knowledge, and communicate openly. (Team, 2016) Trust is an essential element in team productivity. With it, the students can accomplish everything they set out to do and more. To achieve confidence in the classroom, the teacher should be a role model for students. The teacher should demonstrate his trust in them, as well as in his colleagues. He should make an effort to help everyone get to know each other on a personal level, to encourage conversations on values, family, or hobbies. (Team, 2016)

The importance of good relationships in the classroom

The students, as human beings are naturally social creatures and they practice friendship and positive interactions. The better the relationships are at classroom, the happier and more productive they're going to be. Good working relationships give several other benefits: the work is more enjoyable when there are good relationships between the subjects in the educational process. Also, the students are more likely to go along with changes that they want to implement, and they're more innovative and creative. There are several characteristics that make up the good, healthy working relationships in the classroom:

- Trust – This is the foundation of every good relationship. When we trust our team and colleagues, we form a powerful bond that helps us work and communicate more
effectively. If we trust the people we work with, we can be open and honest in our thoughts and actions.

- Mutual Respect – When we respect the people that we work with, we value their input and ideas, and they value ours. Working together, we can develop solutions based on our collective insight, wisdom and creativity.
- Mindfulness – This means taking responsibility for our words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- Welcoming Diversity – People with good relationships not only accept diverse people and opinions, but they welcome them.
- Open Communication – We communicate all day, in so many ways. The better and more effectively we communicate with those around you, the richer our relationships will be.

All good relationships depend on open, honest communication. (Team, Mind Tools, 2016) Building and maintain good working relationships will not only make teacher more engaged and committed in his classroom; it can also open doors to key projects, career advancement, and raises (Team, Mind Tools, 2016). Trust, teamwork, communication and respect are keys to effective working relationships. While developing positive relationships with the individuals we interact with, we make our job more enjoyable and productive. These connections could also serve as future references or contacts in our career. Strong working relationships take time to mature, so the teachers should be focused on being consistent and dependable (Tingum, 2016).

**PATIENT, CARING AND KIND PERSONALITY**

Patience, care and kindness are defined as personality characteristics related to being a compassionate person, particularly with learners. Teacher dispositions are strongly related to student learning and development. (Peterson-DeLuca, 2016). Showing the students the teacher cares about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. His modeling behavior helps students to learn and emulate. Most teachers care about imparting knowledge to students. But the best teachers also care about the relational aspect of teaching. They take time to establish a trusting and caring connection with their students, who in turn become more receptive to what's being taught. They get to know their students' interests, talents, and needs, which helps them prepare lessons and helps students feel the partnership of the learning experience.

**Being a great teacher**

There are a number of indicators that show the superiority of the teacher, like credentials, knowledge, critical thinking, and many other faculties of intelligence that are important. However, a great teacher should be much more than credentials, experience and intelligence. Among other things he should possess the following characteristics, so he should be:

- **Kind**: a great teacher shows kindness to students, colleagues, parents and those around him. “Kindness makes the world go around”. It truly changes the environment in the classroom and school. Being a kind teacher helps students feel welcomed, cared for and loved.
• **Compassionate:** Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them. A compassionate teacher models that characteristic to the students with his actions, and as a result students will be more open to understanding the world around them.

• **Empathetic:** Empathy is such an important trait to have and to try to develop in ourselves and our students. Being able to put yourself in someone’s shoes and see things from their perspective can have such a powerful impact on our decisions and actions.

• **Positive:** Being a positive person is not an easy task. Being a positive teacher is even harder when we’re always met with problems with very limited solutions. However, staying positive when it’s tough can have such a tremendous positive impact on the students and everyone around us. Looking on the bright side always seems to help make things better.

• **Builder:** A great teacher bridges gaps and builds relationships, friendships, and a community. Teachers always look to make things better and improve things in and outside of the classroom. Building a community is something a great teacher seeks to do in the classroom and extends that to the entire school and its community.

• **Inspire:** Everyone looks at a great teacher and they want to be a better teacher, they want to be a better student, even better, they want to be a better person. A great teacher uncovers hidden treasures, possibilities and magic right before everyone’s eyes. (Alrubail, 2015)

Once you become a teacher, you care, not just about education, but about your students’ education. Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students’ happiness, well-being and life beyond the classroom. (Powers, 2015) Investing yourself in your students creates a positive atmosphere in the classroom that enhances your relationship with students and makes them feel important. A student is far more responsive to a teacher who cares, and is therefore more likely to learn and engage. Connecting with your students establishes trust, which is important to the students’ learning because it makes them comfortable enough to participate, ask for help when needed, and pay closer attention to advice and encouragement. Also, students feel better about themselves if they feel that a teacher has taken a genuine interest in them; they are motivated, and stronger self-assurance can make it easier for the student to challenge themselves academically. Especially with younger students, away from their parents and overwhelmed by the commotion of the classroom, a caring teacher is comforting and helps make the transition easier. (Inouye, 2015)

**KNOWLEDGE OF LEARNERS**

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner’s needs. (Peterson-DeLuca, 2016)

**Knowing students as learners**

The process of coming to know the students as learners is often difficult and challenging, particularly if the students are struggling with schoolwork. Knowing students means more
than merely acquiring social or administrative information—students' names and ages, something about their friendship circles, a bit about their family backgrounds, a few statistics from their academic record. To maximize learning, we need to dig deeper than this superficial acquaintance.

In the past, most teachers did not pursue student information in either a systematic or particularly rigorous way. Instead of gathering and analyzing data for the purpose of learning about their students, they were content to put together a general picture based on tidbits from essays or student journals, a hint from an example of student artwork, a guess from an overheard conversation in the corridor, a comment from a parent or last year's teacher and so on. In some cases, teachers did forge personal connections with students, often when the personality of the student and teacher were compatible or when they shared a common interest (more often than not, this was an interest in the subject the teacher was teaching). In other cases, teachers ended the school year knowing little more about their students than they had at the year's start. Overall, coming to know students was an optional and often arbitrary business.

Developing an in-depth understanding of each learner enables teachers to

1. Create a psychologically safe environment for every learner.
2. Determine each student's readiness for learning.
3. Identify multiple access points to the curriculum to increase engagement and success.
4. Develop and demonstrate greater emotional intelligence in the classroom. (Kusumapowell, 2011)

One of the most challenging principles of teaching for me is the knowledge of learners. When the school year first begins even the most experienced teacher has to learn about the new students. It is not always easy when these young people with different backgrounds and learning abilities enter the room. There are several strategies that will help any teacher become successful at meeting this difficult challenge. (Miller, 2015)

**DEDICATION TO TEACHING**

Dedication refers to a love of teaching or passion for the work, which includes commitment to students’ success. Responses often referred to loving the subject matter or simply being dedicated to the work. (Peterson-DeLuca, 2016)

Teaching is not a mission; it is a profession, and like any other, it requires a certain set of knowledge, competencies, skills, and behaviors. A teacher who is truly committed to students is one that puts students’ learning and interests above everything else. It’s a teacher who knows that the continuity of the work started with students during the school year is essential and does their best to comply with the commitment they’ve made. An effective educator also needs to be committed to the profession, by being a member of teaching associations and developing a professional learning network. Being committed to the profession also means engaging in formal or informal continuous professional development. Nonetheless, as important as the dimensions of commitment above may be the greatest commitment of a true educator should be with the students and their learning. (Boas, 2013) Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that
teacher to maintain organizational membership and become involved in the job well beyond personal interest. Teachers' commitment is thought to decrease progressively over the course of their teaching career (Fraser, Draper & Taylor, 1998).

Commitment is a term that teachers frequently use in describing themselves and one another. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. (Nias, 1981)

a) Commitment to the learner: includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc.

b) Commitment to the society: awareness of and concern about, the impact of the teachers work on the development of the community, democratic values and the nation.

c) Commitment to the profession: development of a professional ethic and sense of vocation.

d) Commitment to achieve excellence: in all aspects of a teacher’s roles and responsibilities, care and concern for doing everything in the classroom, in the school.

e) Commitment to basic human values: to become a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objectivity and intellectual honesty, national loyalty etc. (T.Deepa, 2016)

Passionate teachers are distinguished by their commitment for achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students’ learning. They cultivate students’ curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students. Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students’ intellectual and moral development. Teachers with passionate, work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job.

Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. This approach facilitates student learning and development of terminal behaviors. However, in the clash of the career goals and values, and the goals and values of school, the importance of dedication and commitment increases. The basic goals and values of teaching profession effectively shape student behavior change in accordance with the principles of education sciences. (Mart, 2013)

**SUBJECT MATTER KNOWLEDGE**

Subject matter knowledge includes expertise in a given content or subject area as well as knowledge of the curriculum, learning objectives and/or standards in that content area. Those exceptional teachers develop extremely strong bonds with students, and use them to help students learn. (Peterson-DeLuca, 2016) Several features make up pedagogical content
knowledge and each is intended to provide students a route to genuine understanding and learning.

- Combining Content and Pedagogy
- Understanding Student Perceptions
- Deciding a subject’s difficulty

The foundation of pedagogical content knowledge is the combination of both content and pedagogy. Pedagogical content knowledge requires an understanding of where students are coming from in reference to the subject being taught. That's because, in order to teach material well, teachers have to know what the students bring to the table as far as prior conceptions, feelings, and strategies.

Teachers must have a good grasp of which aspects of the subjects are typically easy for students and which are more difficult. If it is clear, then they can create lesson plans that move through the easier material quickly and provide more time for the difficult subjects. This way the students will be better prepared to move forward. (Mazarin, 2015)

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