

# Perceptions of the Qualities of a Model Teacher in the Minds of Newly Recruited Teachers at a Private University

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***Abstract:** Teaching involves a number of qualities of a teacher that the teacher must possess; it is not simply the human figure that matters. Rather the inherent qualities of the individual that count the most if the teaching is to be successful and effective. The article attempts to bring forth the rare and valuable qualities that an individual must aspire to achieve and cultivate in practical situations. Out of the immediate experience obtained from the bunch of newly recruited faculty in Daffodil International University (DIU) the paper has been conceived and designed. It may be hoped that the article will reveal a fresh perception at least in the mind-set of the newly recruited faculty, who aspire to stick to teaching career for their life. Every semester, DIU arranges an orientation cum training program for newly recruited faculty members. During the training session for the semester of Spring 2015 there were 46 teachers. The session dug into the perception of these teachers on their impression of the qualities of a teacher, i.e., what qualities would a model teacher have. A questionnaire was uploaded in Google Classroom for the participants to decide the qualities of a model teacher, taken from their own experiences as students. The results showed that about 50% of the newly recruited faculties were influenced by the teaching of their own university teachers. Participants wrote about the teacher with most influential characteristics. Among the qualities of the teachers that they felt contributed to model teaching practices were giving theory followed by examples, creating groups, asking back to back questions, encouraging students to predict (empowering students) and giving pictorial view of every lesson as well as by the personality of teacher, which included friendly behavior and the ability to motivate. From the view of the newly recruited faculties, it is found that one needs to be friendly with a stable teaching technique in order to become a successful teacher.*

***Keywords:** Google classroom, model teacher, personality of a teacher, teaching techniques*

## 1. Introduction

Teaching is a complex and multidimensional process. It needs to synchronize deep knowledge and application of the knowledge in different situations, under varying conditions with a wide diversity of groups and individuals. In quality teaching,

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knowledge is applied in ways to provide equitable access and opportunities for all students.

The Teacher has significant influence on students' achievement that is well established (Rockoff, 2004). From the beginning of civilization, scholars have attempted to define model teachers (Schacter&Thum, 2004). Walberg (2003) presented that model teachers are efficient to achieve goal of the students. A series of studies (Haycock, 1998; Jordan, Mendro, &Weerasinghe, 1997; Rivkin, Hanushek, & Kain, 2001; Sanders & Horn, 1995, 1998; Thum, 2003) confirmed that effective teachers are highly influential factors in enhancing knowledge. Orlando (2013) offered nine characteristics; Azer (2005) and Strauss (2011) mentioned twelve characteristics of a great teacher.

Most of the studies are on primary and/or secondary level teachers and the characteristics of a model teacher are described based on authors' perception. This study considers teachers from all levels and based on the responses from newly recruited teachers in DIU. The objective of the study is to find out teaching techniques and personal quality of a model teacher in the minds of newly recruited teachers.

## **2. Literature Review**

Quality teachers are considered to be an essential element to maintain quality education (Driscoll and Pianta 2010; Buyse et al. 2008). Kennedy (2010) proposed a tacit model of teaching in which teacher's characteristics and situational characteristics have impact on teaching practice, which has impact on student's learning. Wang et al (2011) suggested three criteria for a model teacher. First, they linked quality teaching with competence as demonstrated on academic and professional tests; second, the model teacher has his own credentials for teaching and third, the criteria for a model teacher is his knowledge, skills and dispositions. Teaching techniques in classroom are also an important factor in evaluating and certifying teachers (Ladson-Billings & Darling-Hammond, 2000). Some scholars also have proposed that approaches to identifying quality teaching are problematic because quality teaching in one cultural context may differ from or even be contradictory to that in other contexts (Fenstermacher & Richardson, 2005). In the cultural context of Bangladesh, there is no available literature to find out related research on the criteria of a model teacher, for ensuring quality education. This research may claim the first attempt to find out criteria for a model teacher.

## **3. Material and Methods**

This study is a qualitative research. There were 46 participants in the training which was organized by Daffodil International University, for the newly recruited faculty member in semester Spring 2015. Data were collected from the participants of the training using the following open-ended thinking questions: (1) Who was the best teacher in your life, with a brief description. (2) In which way did the best teacher change you? What exactly changed you? (3) What are the key qualities found in the best teacher? (4) Which qualities do you want in yourself to be a model teacher? (5) What are the Participant Engagement Techniques? (6) Which techniques does he want to apply in his subject?

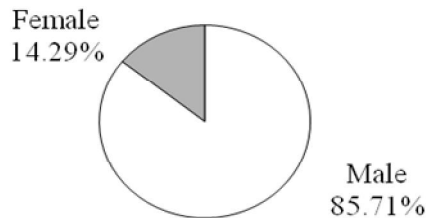
These questions were uploaded in Google classroom, to answer in a tabular format as follows: (1) Write a brief description of the teacher whom you feel is/was the best teacher in your life to answer question (1). (2) Read what you answer for question (1) and decide in what way the teacher changed you and exactly what did the teacher do to change you for answering question (2).

The Participants were allowed to respond to question (1) and (2) within 24 hours. (3) Read all stories written by your colleagues, chosen any two stories other than yours to find out key qualities of the best teacher. After another 24 hours, (4) Read all the stories and write what type of teacher you yourself would like to become. And at the end of the training the participants were asked to reply question (5) and (6) in a form of open questionnaire. This study figured out quality of a model teacher based on frequency distribution from the perception of the participants.

#### 4. Results

Figure1 shows the demographic characteristics of the teacher who inspired students. Among the teachers who inspired students, 86% are male. The percentage of female teacher to be a model is low (14%); may be because of the fact that female teachers are lower in number engaged in education. In Bangladesh, the figure of female teacher is around 31%, as obtained from 2000 (UNESCO, 2015).

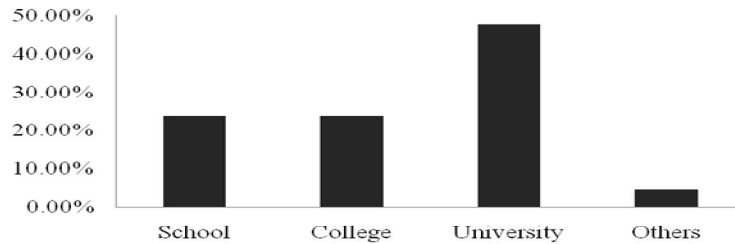
**Figure 1:** Demographic Characteristics of the Teacher who inspired



(Source: Authors' calculation)

Figure 2 is to show the academic level in which students are influenced. About half of the respondents are influenced by university level teachers. The percentages of school and college level teachers are almost the same: (about 24%), by whom the respondents are motivated or think of their models. About 5% the respondents are found having their model teachers other than institutional academician such as house tutors or teachers from coaching centers.

**Figure 2:** Institutional Level of the Teacher Who Inspired the Students

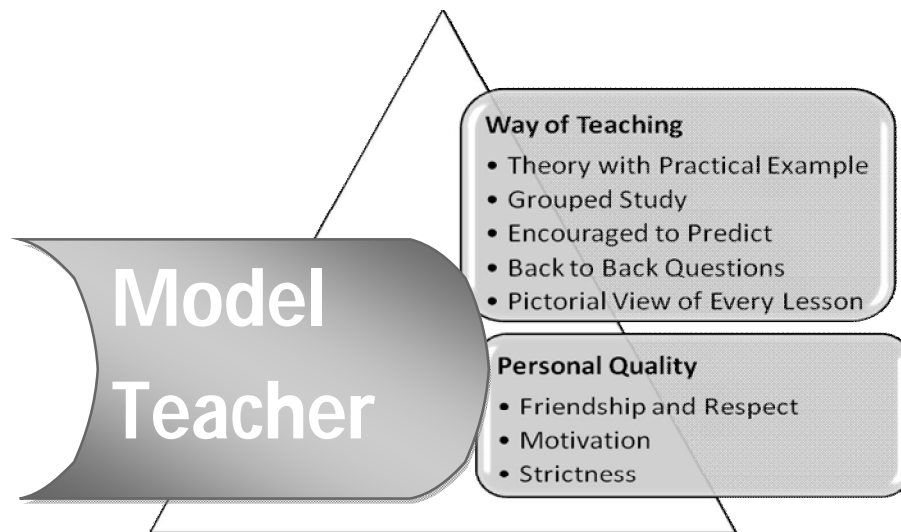


(Source: Authors' calculation)

The students are inspired by the teaching techniques or the personal quality of a teacher (Figure 3). In the study, it is found that half of the respondents chose their model teachers for their teaching techniques and the rest of them for the personal quality. The way of teaching which are remarkable to the respondent student, is Theory with practical examples.

Grouping students, Encouraging students to predict before elaborate topic, Back to back question on topic, Pictorial view of every lesson definitely play significant roles. But the personal qualities such as friendly behavior with students and respect their opinion are potential ingredients, no doubt. Providing the proper Motivation to students and enabling them to design their study and future planar the most appreciable qualities that an ideal teacher possesses. Above all, an ideal teacher is expected to be in possession of his moral and professional strictness that invisibly plays a magical role on the character of a student: no doubt the ultimate aim of all education is to mold the moral character that renders greater benefit to human society as a whole.

**Figure 3:** Techniques of a Model Teacher



From Table 1, among the ways of teaching, giving contemporary and practical examples is the most popular teaching technique which is followed by encouraging students to predict.

**Table 1:** Popular Techniques of Teaching: The Way of teaching preferred by students

<b>Way of teaching</b>	<b>Percent (%) of students preferred</b>
Contemporary and practical example, (compare and contrast)	50%
Grouping among students	10%
Encouraged to predict	20%
Back to back questions	10%
Give a pictorial view of every lesson	10%

(Source: Authors' calculation)

It was found that Contemporary and practical examples (compare and contrast) 50%, Grouping among students 10%, Encouraged to predict 20%, Back to back questions 10% and Give a pictorial view of every lesson 10% stood in the concluding status.

Table 2 and 3 are to present the non-technology-based and technology-based things engaging teaching techniques respectively. Non-technology based techniques those are proposed such as group discussion by 27.40% participants, examples from real life by 19.18%, flexibility on mistakes from students by 12.33%, question and answer method by 24.66%, guess by students by 5.48%, role play by 1.37% and Q card technique by 9.59%. The newly recruited faculties mostly want to apply group discussion technique (38.89%) to engage their students which is followed by examples from real life (22.22%), questions and answering process (16.67%).

**Table 2:** Non-Technology- Based Techniques Engaged

<b>Engaging Techniques</b>	<b>Perception of Percentage (%) of participants</b>	<b>Percentage (%) of participants want to apply</b>
Group Discussion	27.40	38.89
Real life example	19.18	22.22
Flexibility	12.33	5.56
Question Answer	24.66	16.67
Guess by students	5.48	5.56
Role play	1.37	0
Q card	9.59	11.11

(Source: Authors' calculation)

Visualization by 31.03% participants, Google classroom by 44.83% participants and Social Network by 24.14% participants are proposed technology based techniques to engage students. However, none of them wants to use social Network in classroom.

**Table 3:** Technology Based Engaging Techniques

<b>Engaging Techniques</b>	<b>Perception of Percentage (%) of participants</b>	<b>Percentage (%) of participants want to apply</b>
Visualization	31.03	36.36
Google classroom	44.83	63.64
Social Network	24.14	0

(Source: Authors' calculation)

Figure 4 presents the key characteristics of a model teacher. The key characteristics of a model teacher are friendly or cooperative behavior, unique teaching techniques, honesty, motivational ability, skilled and deep knowledge of the subject, punctuality, charismatic presentation and overall personality.

**Figure 4:** Key Characteristics of a Model Teacher as perceived by New Teachers

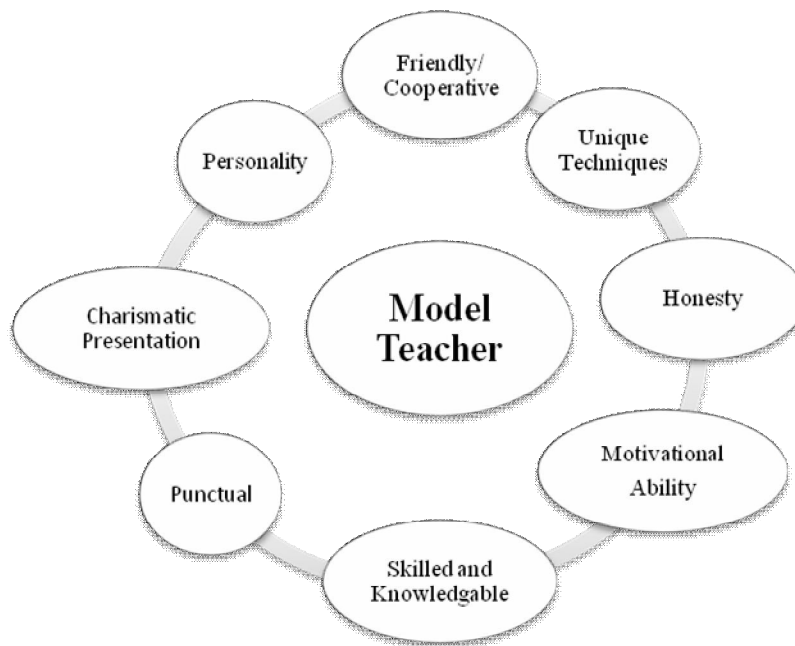


Table 4 presents a comparison of quality of model teacher of the study with literature. In this study, the qualities are presented in concise way.

**Table 4:** Compare quality of model teacher as perceived with available in literature

<b>Quality of model teacher as perceived by New Teachers</b>	<b>Quality of model teacher from Orlando (2013)</b>	<b>Quality of model teacher from Azer (2005)</b>
1. Friendly/ Cooperative	1. A great teacher respects students. 2. A great teacher collaborates with colleagues on an ongoing basis.	1. Emphasizes teamwork 2. Interacts and communicates respect
2. Personality	3. A great teacher is warm, accessible, enthusiastic and caring. 4. A great teacher sets high expectations for all students. 5. A great teacher can “shift-gears” and is flexible when a lesson isn’t working.	3. Fosters critical thinking
3. Motivational Ability	6. A great teacher has his own love of learning and inspires students with his passion for education and for the course material.	4. Encourages and appreciates diversity 5. Motivates students and co-workers 6. Provides positive feedback 7. Encourages creative work 8. Encourages an open and trusting learning environment
4. Honesty		
5. Punctuality		9. Committed to the work
6. Charismatic Presentation/ Unique Teaching Techniques	7. A great teacher creates a sense of community and belonging in the classroom.	10. Demonstrates leadership in teaching
7. Skilled and Knowledgeable	8. A great teacher is a skilled leader. 9. A great teacher maintains professionalism in all areas	11. Brings a wide range of skills and talents to teaching 12. Seeks continually to improve teaching skills

Table 5 presents the proffered personal quality of a model teacher. Half of the respondents have opinion that ability to motivate students is the highly influential quality of a teacher which is followed by friendly behavior with students and respect their opinion. Strictness is also a quality of a model teacher to some students.

**Table 5:** Preferred Personal Quality of a Teacher

<b>Personal quality</b>	<b>Percent (%) of students preferred</b>
Friendly with students and respect opinion of students	40%
Ability to motivate	50%
Strictness	10%

(Source: Authors' calculation)

## 5. Discussions

This study argues that to provide quality education for students it needs to consider teaching techniques as well as personal quality, which is important for recruiting faculty in the university. To this extent, the research is able to identify a set of teaching techniques and personal quality that should be used as a floor for teacher employment. In other words, these criteria would set the bar for a “minimally qualified teacher.” For the study, data were collected from 46 participants in the training of newly recruited teacher for the semester Spring 2015 at Daffodil International University. The newly recruited faculty found the characteristics of their model teacher which are mentioned in Figure 4 and most of the characteristics (Friendly, Motivational ability, Knowledgeable, charismatic presentation and personality) are also mentioned by Orlando (2013). Group discussion, examples from real life, flexibility on mistakes from students, question and answer method, guess by students, role play and Q-card technique are the non-technical students engaging teaching techniques. Smith (2010) suggested that an example from real life is a motivated way to gain a realistic picture of what teaching entails. Most of the newly recruited teachers want to apply group-discussion to engage their students. Interest in topic, involve students to classroom excellence are mentioned by Weimer (2009). And from the technology-based students engaging techniques, they want to use Google classroom to engage their students. Among the Characteristics of a model teacher (friendly or cooperative behavior, unique teaching techniques, honesty, motivational ability, skilled and deep knowledge on subject, punctuality, charismatic presentation and personality), ability of motivation is the most influential.

## 6. Conclusion and Implications

The study shows the awareness of new teachers in the with qualities of a model teacher. There are the qualities that are mentioned by Orlando (2013), Azer (2005), Weimer (2009) and Smith (2010). It is also interesting to note that “subject skills” account for only one out of the eight qualities of a model teacher as perceived by the trainees. The limitation of the study is the small number of respondents. Hence further study can be carried out with a large number of respondents to conduct qualitative analysis.

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