

Role of a Teacher in Student Learning Process

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ABSTRACT: *Teachers play a vital role in the implementation of the education plans at school level. This role is sometimes challenged by the level of teachers' efficiency in work performance where the educational resources are scarce. Teachers face challenges of the optimal use of the available resources in the production of maximum output. Realization of educational work in schools is complex activity. The difficulties of achieving educational work in schools stand in the fact that education is a category that refers to human - individuals. Starting from the fact that each individual has its own peculiarities which differ from one another then, the educational approach is different for everyone and is implemented differently. The teacher is the one who has the leading role in the realization of educational work in school. The teacher as an important factor in the realization of educational work is analyzed in several dimensions. From his professional development in relation of individual change as professional and educational protagonist also in the dimension of changing the schools as an organized educational institution. This makes us know that our problems or attention focuses on: the teacher as personality, teacher to student attitude, style and his way of working, strategies and methodology that ever ages teaching or teacher selects his educational work educationTherefore his professional and moral preparation level should be pleasurable so that he can successfully accomplishes its work. If we could look at the development of the school and the teacher's role in historical terms, we see that the function and the role of the teacher have changed as society has changed, along with the running of the school.*

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I. INTRODUCTION

The role played by teachers becomes a very important component and in fact it can be said that they are in way our nation builders. For any student, education and character are the basic foundations and it is laid by teachers as well as parents. They tend to instill values, attitudes and behavior in children right from childhood. Today with challenging environment, in any school or college, everything primarily depends on the teacher. The role of teachers has become very challenging. It is quite essential for teachers to be social, understanding and friendly nature so that students feel comfortable to seek any help without hesitation. The basic role for any teacher is to create a very interesting classroom for students. Students must feel comfortable with the teacher and at the same time, teacher must encourage students. Students should be taught the right path and knowledge or matter should be conveyed in such a manner that students would find it very easy to understand. The system approach (Rassekh and Vaideanu, 1989) to education, which relates organization, operation and evaluation of the teaching learning process, also highlights the importance of teachers and learners who are the important component for efficiency and quality of educational process of what actually happens in the classroom. It attaches particular importance to the interaction between the components of this process: objectives, contents, learning methods, teaching resources, organization of instruction, the process of learning and evaluation.

Teachers are one of the most important elements of the social structure i.e., school. Teaching is an expert career which undertakes the government's educational, instructional and related administrative duties (Erden, 2007). Teachers are the most important element in terms of reaching the school aims. In this respect, teachers are the sacred heroes of school management, the real possessors of the product of education and the key to the students' success (Oktay & Unutkan, 2008). The success of education system cannot be considered separate from the success of the teachers who puts into practice and carries out that system; because no education model can offer services above the level of the personnel operating the model (Gurkan, 1993).

Role Of A Teacher

All teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. But before that happens a teacher needs to be well prepared in order that the students receive the best treat. It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. Teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success. Teachers takes the place of parents in a school, they guide and mould the character personality of the student. They influence the formative years of the students. A good teacher coaxes and helps a student to understand his abilities and become a better human being. The children look up to

their teachers so it is very easy to mould them to divert their attention to things which are constructive. Students are going to be the future citizen of the country- so it is the duty of the teacher to harness their capabilities in making the future of country bright. A teacher carries a big responsibility in his/her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy or feels anger, it will be spread among children because the attitude of the teacher gets contagious.

A teacher should be a role model for students. Teachers are respect by society because they are view as knowledgeable about different subjects of school. Teachers have the qualities to be or become role models for students. Students tend to follow their teacher in almost every way like manners, style etc. A Student tends to get affected by the teacher's affection as well as love for them. So the teacher should have the professional competence as well as good moral background in order to impart these values to students. With the changing environment and challenging careers, teachers are helping students to manage their careers as well as create solid foundation for them in different fields. Students are very busy making up their own decisions and teacher tends to become a sort of guide on their side.

II. VARIOUS ROLES OF A TEACHER IN CLASSROOM MANAGEMENT

1. The Controller: The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

2. The Prompter: The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3. The Resource: The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

4. The Assessor: The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.

5. The Organizer: Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

6. The Participant: This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

7. The Tutor: The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

III. PRINCIPLES OF TEACHING

1: Encourage contact between students and faculty

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty has many avenues to follow to open up the lines of communication.

2: Develop reciprocity and cooperation among students

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

3: Encourage active learning

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of them.

4: Give prompt feedback

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5: Emphasize time on task

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for faculty are able to occur. The way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone.

6: Communicate high expectations

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

7: Respect diverse talents and ways of learning

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them.

IV. TEACHER EFFECTIVENESS

Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education. Teacher effectiveness is the product of a number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher's knowledge, personality and above all his interaction with the students,so Effective teachers are those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. K.Patrica Cross remarked, "The task of the excellent teacher is to stimulate „apparently ordinary“ people to usual effort. The tough problem is not in identifying. It is in making winners out of ordinary people." Barr (1952) remarked, "Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation." Bending (1953) "found significant relationship between the rating of a teacher and his student's achievement." Good(1959) observed teaching effectiveness as "the degree of success of a teacher in performing instructions and other duties specified in his contract and demanded by the nature of his position." Flander and Simon (1969) defined "teacher effectiveness as an area of research which is concerned with relationship between characteristic of teacher's teaching act and

their effect on the educational outcome of classroom teaching.” Ryan described it as “Teaching can be effective to the extent the teacher act in ways that are favorable to the development of basic skills, understandings, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils.” Anderson (1991) described it as, “An effective teacher is the one who quite consistently achieves goals, which, either directly or indirectly, focus on learning of their students.” Medley and Shannon (1994) “recommended that all evaluations of teachers be based on information about teacher effectiveness but noted that as direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance.”

Duties Of A Teacher In Student Learning Process

Create A Culture Of Caring

Effective classroom management is rooted in a culture of caring. Teachers set the tone for the classroom. If the classroom climate encourages participation and risk taking, students are more likely to become involved in the learning process. Teachers should use a nurturing approach and invest in each student on an individual basis. Group projects can serve as a vehicle to build a collaborative environment that invites a team-centric learning environment. When students sense a teacher is committed to their success, they are more likely to conform to classroom guidelines and specific behavioral goals.

Establish Rules

Teachers should begin the year with clear expectations of classroom behavior. If students are aware of what is and isn't acceptable, they are more likely to be positive contributors in the classroom. Teaching an understanding of social skills and how to face adversity needs to be part of the regular classroom curriculum. Outlining consequences for unacceptable behavior will help students develop critical thinking skills and become better decision-makers. Teachers need to align behavioral expectations with school and district policies and make this information clear to parents.

Maintain Accountability

Providing accountability strategies is critical to classroom management. Teachers should have a system for evaluating behavior. Monitoring behavior on a regular basis will aid in long-term success. Students need to be made aware that the evaluation process will be based upon their interactions with others in and out of the classroom. Verbal and non-verbal behavior should be included in the assessment. Teachers should share feedback about behavior with individual students and parents in a parent-teacher conference. If parents are aware of issues as they arise, they can reinforce expectations and consequences at home.

Manage Problems

Teachers should determine the cause of troubling behavior before attempting to correct it. Reflecting upon the factors influencing a problem will provide a framework for intervention. For example, if a child is regularly misbehaving when he or she is sitting next to a specific friend, rearranging seating may be the answer. When possible, teachers should help students learn how to control and modify their behavior before it escalates into a larger issue. Teachers need to work together to reinforce intervention strategies. This will underscore behavioral expectations and maximize success.

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