

## TEACHER'S PERSONALITY IN A CONTEMPORARY SOCIETY

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### Abstract

The school has become a very important factor for our existence, and so has the work of the teachers. Every teacher must have his/her personality.

The research theme itself is related with the level of impact that teachers have in the society. This research aims at exploring the teacher in the contemporary society. The teacher has been and will remain the most respected personality in society.

The teacher's personality is one of the most discussed topics in society. On this research, the questionnaire was used as an instrument of data collection. There have been used three types of questionnaires: one for students, one for parents and one for teachers. The surveys have been carried out in three schools in the area of Struga, of 9 grade students (Aki Dika, Nuri Mazari and Ekrem Jakupi). In addition to students, 10 teachers and 20 parents participated in the sample of our research. In the research, we emphasize that data provided may not be as strict and accurate, and that we may also come to terms with validity.

The results of the questionnaires are different, but it does not mean that they are absolute.

The teacher, as a pedagogical personality, is always in the focus of the student's opinion, society, and relevant institutions. The teacher, as an individual, and his profession, are subjected to wider criticism.

*Keywords:* personality, education, impact on society, questionnaire, students.

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### Introduction

*The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called 'the truth'.*

**- Dan Ratherr**

A teacher is the person who creates the future of all, by providing the best education for his students. The teacher plays a major role in educating every student. A good teacher has many qualities, which help make his students their best selves in the future. A good teacher knows how to draw his students' attention to the lecture. He or she is the best conductor of the choir of children. All of these depend on the personality of each teacher, how he affects the child, and what the child feels about him. Teachers are great sources of knowledge. They serve as a tree light, lightening each child's journey to knowledge, as they help the students to make their own lives enlightened. We can really call them the builders of our nation's future, through the education of younger generations.

## **1. Theoretical frames**

### **1.1 Definitions of the teacher's personality**

Pedagogical personalities have fostered interest in the history of this profession (Komerski, Pestaloci, R. Lirden, O. Dering).

Teaching is a gift that seems to come naturally to some students, others have to work out the hours to achieve the status of a good teacher. Teaching is hard work, and any teacher who does not think in this way, is nothing better than a mediocre; they do the required minimum. Good teachers work tirelessly to create an appropriate and educational environment for their students. Good teaching seems to have less in common with knowledge and skills, than with the teacher's attitude towards the students, subject, and teacher work. Although the following list is not all inclusive, we have narrowed down the character of a good teacher.

## **II Research Methodology**

### **2.1 The problem of research**

What kind of personality does a teacher have in a contemporary society, how much is his opinion respected, how much is the voice of the teacher, as an individual, heard, and has the personality of the teacher changed from the traditional to the contemporary school age?

### **2.2. The subject of research**

Based on the theoretical approach to the personality of the teacher in contemporary society and the applied humanities in this field, results in the main subject of this work, which is to determine the personality of the teacher in contemporary society and his impact in our families.

### **2.3. The purpose of the research**

The purpose of this research is to identify the teacher's personality in the education of younger generations and how his personality affects the society.

### **2.4. Research tasks**

The research will help us to have a clear picture of the impact and personality of the teacher in society.

- To observe the impact of the teacher's personality on contemporary society.
- The influence of the teacher's personality on the education of new generations.
- To ascertain how much the personality of the teacher in the society is respected.
- To use contemporary methods, forms, and tools.

### **2.5. Hypotheses**

H: I assume that the personality of the contemporary teacher differs markedly from the personality of the traditional teacher.

H1: I assume that parents think that the personality of the contemporary teacher has changed.

H2: I suppose the students feel motivated by the personality of the teacher.

H3: I assume that the teacher engages in free activities with the students.

H4: I assume that the personality of the contemporary teacher cooperates more with the parents.

### **2.6. Research instruments**

During the research, three questionnaires are applied:

- A questionnaire for students, collecting students' information.
- A questionnaire for teachers, showing the relationship with students and society.

### **2.7. Samples.**

In this research are included (N=39) students (N=26) females and (N=13) males, from three schools and (N=10) teachers, (N=5) females and (N=5) males, as well as (N=20) parents, of whom (N=10) females and (N=10) males.

## 2.8. Variables

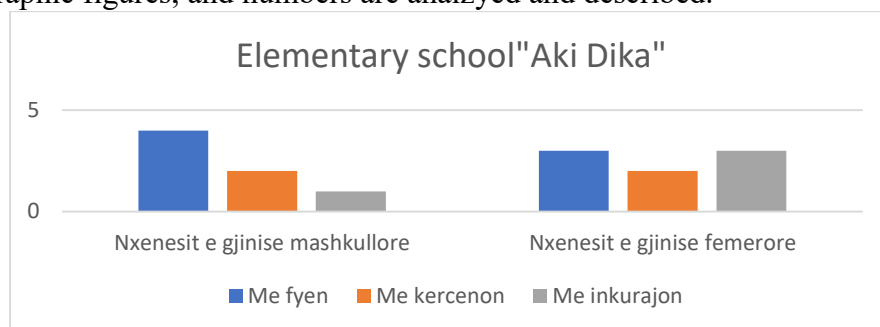
We have two variables:

The independent variable: sex, age, place.

Dependent variables have to do with the teacher's personal preparation.

## III. Research results

The following are quantitative data from the questionnaire, where the results are illustrated with graphic figures, and numbers are analyzed and described.



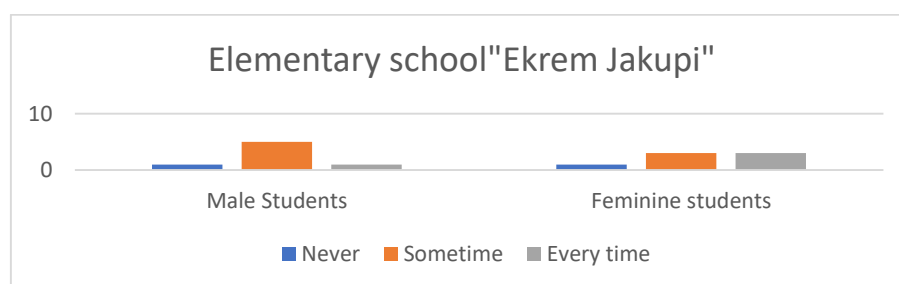
**Figure 1.** Presents the results in the survey graphs when asked about how the teacher treats students

The columns in blue show the percentage of insult, in orange shows the percentage of threat, and the last column, in grey, shows the encouragement by the teacher. Male students described

Students	Insults	Threatens	Encourages
Female	7 (27%)	2 (8%)	17 (65%)
Male	9 (69%)	2 (16%)	2 (15%)
In total	16	4	19
Percent	41%	10%	49%

57% as insults, 14% as threats, and 29% as encouragement, whereas female students described 37% as insults, 25% as threats and 38% as encouragement.

**Table 1.** This table shows the final results of the students when asked about how the teacher treats them

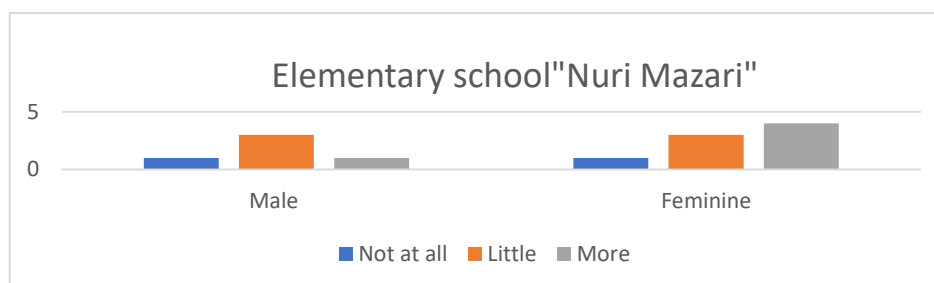


**Figure 2.** Presents the graphical results about how much the teacher cooperates with students during the free activities.

Males responded that 58% of them do not cooperate, 35% cooperate sometimes, and 7% cooperate every time. While females have emphasized that 18% of teachers do not cooperate, 56% cooperate sometimes, and 26% cooperate every time.

**Table 2.** This table shows the final results of the three schools on how much the teachers cooperate with students in their free activities

Students	Never	Sometimes	Every time
Female	4 (17%)	14 (61%)	8 (22%)
Male	5(39%)	6 (46%)	2 (15%)
In total	9	20	10
Percent	23%	51%	26%

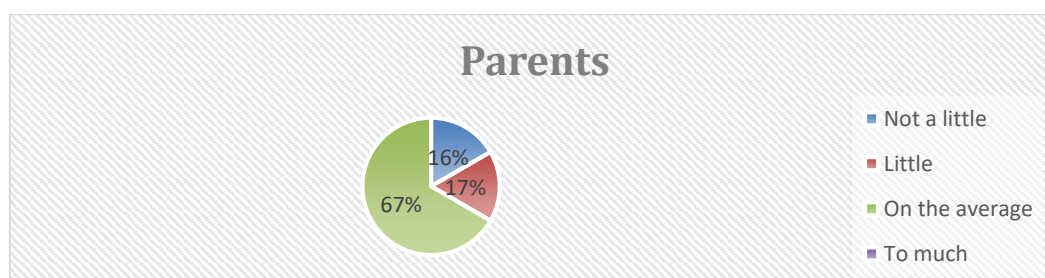


**Figure 3.** Shows results in the graphs on how much the teachers are respected in the families of the students.

Male students have responded that 1% of them are not respected at all, 56% are respected a little, and 26% are respected a lot. Females have responded that 12% of them aren't respected at all, 38% are little respected, and 50% enjoy a lot of respect.

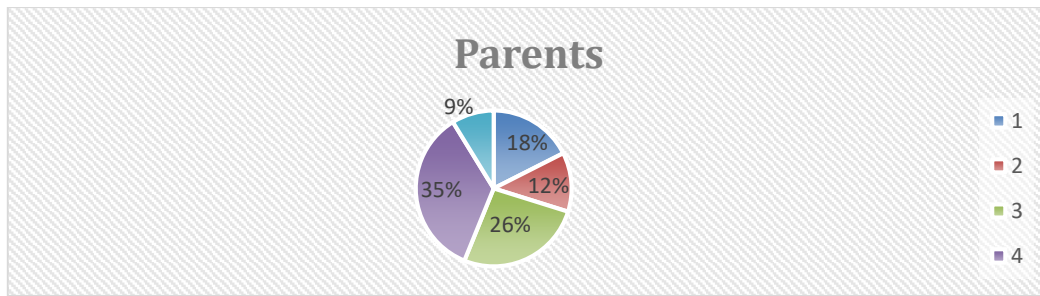
**Table 3.** Final results of how much the teachers are respected by the students' families

Students	Not at all	Little	A lot
Female	2 (8%)	4 (15%)	20 (77%)
Male	2 (15%)	4 (31%)	7 (54%)
In total	4	8	27
Percent	10%	21%	69%



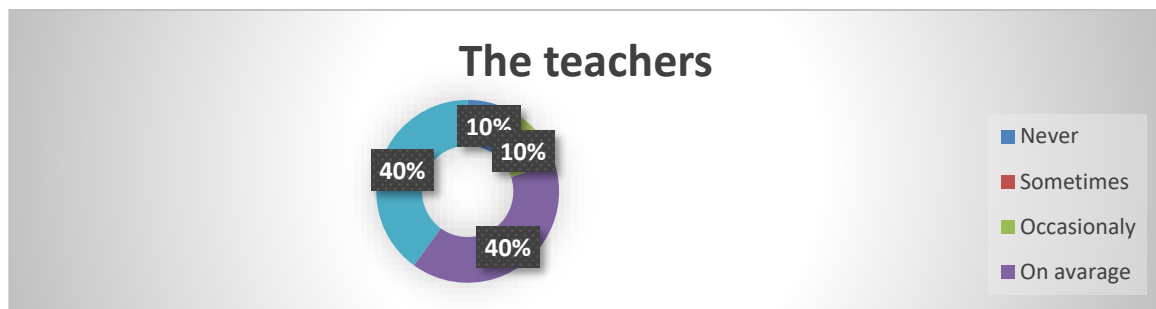
**Figure 4.** The presentation of the results on the question posed to parents about how much the teacher has changed from the traditional to the contemporary age of schooling

The graph shows that 16% of parents think that there is no change, 17% of them think that only a few of them have changed, 67% think that they have changed on average, and no parent has answered the choice a lot of the teachers have changed.



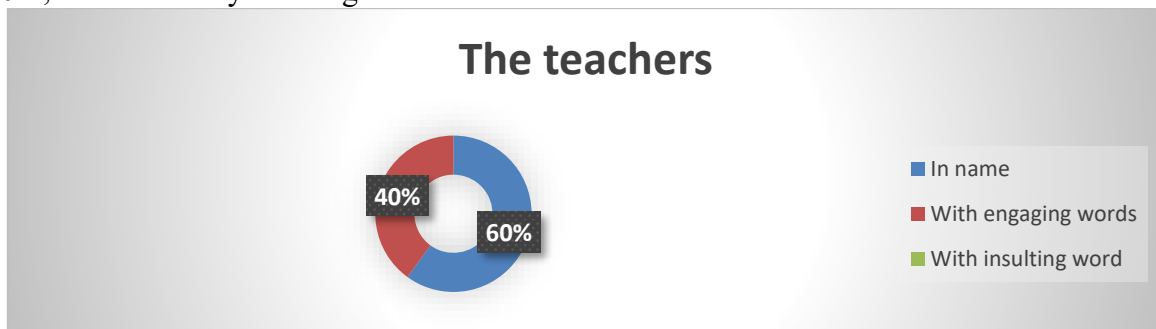
**Graph 5.** The presentation of parents results

Those of the question posed to parents on how much they would like to change the contemporary teacher. 18% of parents would like to change the contemporary teacher, 12% want a little bit of change, 26% want an average change, a large part wants a complete change, with around 35%, while 9% think that they shouldn't be changed that much.



**Figure 6.** The presentation of the graphical data from the questionnaires given to the teachers on how they affect the success of their students.

10% think that they never affect the success of their students and their immediate impact is not presented at all, 10% think that they sometimes affect the success of their students, 40% think that they affect the success of their students on average, and a large group of respondents, 40%, think that they have a great influence on the success of their students.



**Figure 7.** Presents the teachers result

The graphical results of the questionnaire filled out by the teachers on how they call their students. The results show that 60% of them call the students by their name, 40% with complimentary words, and none of them call their students with offensive words.

## Conclusions and Recommendations

In regard to the changing of the teacher's personality, we can conclude that his personality has changed. This is best seen in the realization of the teaching period. If in the past the teaching was developed in a traditional frontal way, where the primary source was the teacher himself, and no one had the opportunity to oppose him, today, the students are partners in the teaching

period. I think that the teacher should be respected and appreciated as important in the society. From all this I recommend that:

Based on the results, the majority respects the personality of the teacher.

The teacher must first create a positive climate in the classroom.

Teachers should respect all students equally, including their opinions and their attitudes.

Teachers should use methodologies, forms, and working techniques, that will enable the inclusion of all students in the teaching process.

Teachers should account for the opinions of the students about different decisions that have to do with the educational process.

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