

THE QUALITIES OF A MODERN TEACHER

Merita Banjica¹

¹ Faculty of Languages, Cultures and Communication, SEEU, Tetovo, RNM

*Corresponding author e-mail: meritabanjica@yahoo.com

Abstract

Democratizing schoolwork requires everyone to work together to achieve successful teaching work, but most of all success depends on the behavior of the teacher in a school and in the classroom. Every teacher of the 21-st century should know that the democratization of school work requires a satisfying classroom climate, where subjects interact with pleasure in learning activities to acquire new teaching knowledge, with work experience in acquiring knowledge. The modern teacher as the organizer and implementer of the teaching is obliged to reflect good qualities, to respect the teaching principles, and to demonstrate teaching skills.

The purpose of this study will focus on two objectives:

- clarify the reflection of the qualities of the modern teacher for successful teaching
- reflect the personality development of a current teacher at a school in the city of Gostivar in the Republic of North Macedonia.

Keywords: Modern teaching, teacher personality, teacher qualities.

1. Introduction

In this paper, are provided theoretical explanations for modern teaching and the qualities of the modern teacher. The rapid development of democratic societies enabled the student to be respected as individuals in schools and enjoying all human rights. This pedagogical breakthrough with the discipline of "Pedagogy" obliges every teacher to develop their personality by reflecting citizenship behavior.

The empirical section provides the results reflected in the questionnaires of students and teachers of the 8th grade in the primary school in Gostivar, Republic of North Macedonia. The results were analyzed, from which the conclusions and recommendations were formulated.

2.Theoretical Reviews - Modern Teaching

Modern teaching obliges every teacher to continuously retrain or make permanent changes to his or her pedagogical personality, which is an actual need for changing his or her professional and moral qualities. (Fullani, 2010b:28; Murat, 2005:100-103; Zulfi, 2001:126).

A teacher's primary professional task is to help others to learn and adopt new habits and behaviors. The main psychological characteristics of a successful teacher are: *personality, attitudes, experience, and student achievement outcomes*. (Musai, 2014:3).

Any human or teacher activity according to the words of Salihu and others (2006:100) depends on three main factors:

- What does a teacher know? - This factor reflects the achievements of professional knowledge and work habits.
- What can a teacher do? - These factors reflect skills, aptitudes, and principles..
- What does a teacher want to achieve? - This factor is reflected in motivation and interest.

Each teacher that works in an educational institution forms a system of values and codes such as:

- *the code of conduct* (a verified system of individual actions chosen as likable, constantly changing according to the changes in society that occur).
- *the code of honor* (a unified system of individual virtues generalized at the community or country level respectively the institution e.g "honest man" is one who respects the promise given, has moral principles, spiritual nobility, self-esteem and others, gentle , tolerant, etc., Based on these norms, the code of conduct have been formulated in schools.
- *the code of civility* (rules that must be respected by everyone in the educational establishment as necessary and mandatory, to carry out an activity with individuals who feel safe, act freely, and know their freedom of action and expand it by showing them the opportunity to direct their activity, therefore by working in an interactive mode achieve the common goal in harmony
- *code of ethics* (moral standards, what is good, and what is bad, ethical values: sincerity, honesty, equality, professionalism, etc.).

2.1.The pedagogical personality of the teacher

Pedagogy as a pedagogical discipline deals with the study of the personality of the teacher, which is reflected in his / her authority achieved through successful work, vocational education in relation to educational principles and demonstration of teaching skills, in relation to the code of ethics of the profession of the teacher and social functioning for all teachers. (Murati, 2005: 100).

Every teacher to develop successful teaching must demonstrate good qualities in the teaching process, to be an example to its students by motivating them willingly, to approach the learning activity, to assimilate learning and educate them towards the development of their personality, to reflect citizenship values that are suitable for a democratic society. (Fullan, 2010b:23; Murati, 2005:100; Zulfiu, 2001:128).

Teacher values are perceived by the students preference as values such as, e.g.,a teacher explains, a teacher organizes the teaching process well with humor, a teacher is very good, a teacher is nice-looking, a teacher is dressed well, etc. When teaching, the teacher's acquired knowledge is reflected as a teaching skill, whereas characteristics as assets as citizenship values are in connection with the students

The good citizenship assets in a teacher are reflected by obliging the teaching principles and obliging the social norms during the teaching process such as:

- accountability for teaching responsibility,
- attendance at work,
- mutual respect with all operating entities in the school,
- humanity and solidarity,
- kindness and mutual understanding between individuals at school,
- readiness for permanent refinery (reculture),
- cooperating and interacting with others for the benefit of the school,

- objective assessment of students and self-evaluation of their own work,
- the results of student success,
- reflecting skills in the use of digital technological tools,
- fairness, neutrality, sincerity and honesty towards students,
- the use of learning technologies with different methods, techniques and forms of work,
- participation in various competitions with students etc.
- willingness to debate in any place before any audience about school values.

2.3. The qualities of a modern teacher

The teacher as the main factor and subject of the teaching approach proceeds towards voluntary teaching, with exemplary behavior reflecting his professional qualities in front of students:

- In the mood and cheerful
- Brings humor into the teaching process in order to make the subject more attractive.
- Approaches the teaching process with a modest, friendly voice that reflects its virtue this has the effect of creating a pleasant classroom climate, while the arrogant, preposterous, ironic-sarcastic behavior of the teacher creates an unsatisfactory work environment, frightens students, anxiously demotivates them for learning.
- Approaches the teaching process with professionalism, guides students in interactive activities, observe and supports them to understand their weaknesses and strengths.
- Approaches the teaching process with its well-being, kindness by giving students advice and suggestions to provide spiritual well-being to students.
- Respects the personality of each student in the class with the assumption that others treat his/her child empathically.
- Praises students for their achievements and is proud of their achievements.
- Counsel, suggest and scolds students who do not show good results.
- Protects students from verbal attacks by other students.
- Doesn't reveal students secrets, gains student's trust.
- Motivates students with good motivational words, "keep up the good work", "well done" "thanks for your opinion, it was very interesting" Every student creates a positive impression of himself/herself when he/she feels that he/she is a contributing subject in the classroom.
- Ready to learn from the students too.
- Eager for reculture (self-management, self-learning, self-regulation, and cooperation).
- Dressed according to the official protocol (code of ethics), taking care of the physical appearance to reflect an exemplary teacher without physical defects. (Banjica, 2019:57; Murati, 2005:100; Zulfiu, 2001:60).

3. Research methodology

Research Methods: Descriptive methods of scientific theory, empirical-causal method, and qualitative-quantitative analysis method were used in this research. Two surveys were used in this research: Survey A (for teachers) and Survey B (for students).

Sample: This research was conducted on 03/10/19 in the primary school "Ismail Qemali" in the town of Gostivar in the Republic of North Macedonia, where 8 teachers and 10 students from 8th grade (5 classrooms) were surveyed, total of 50 students.

Hypothesis: Teacher's personality by reflecting on the qualities of virtuousness towards the students creates a positive climate for learning acquisition for all students.

Users who assess the results: Users who are going to assess the results may be SEEU (South East European University), BED (Bureau for Education Development), UT (University of Tetova), students, primary schools, and the ones who are keen on modernizing teaching.

3.1. Results of teacher questionnaires –Questionnaire A

Table 1. Results from teacher questionnaires - Questionnaire A

Teachers standpoint (8)	excellent	not important	fair	poor	totally answered
1) Have the training helped improve teaching?	1 (12%)	/	/	1 (12%)	2 (25%)
2) Does your mood affect the regulation of a positive classroom climate?	3 (38%)	/	/	3 (38%)	6 (75%)
3) Do you speak in a soft voice in class?	2 (25%)	2 (25%)	2 (25%)		6 (75%)
4) Does working with others have a positive impact on your professional development?	2 (25%)	1 (12%)	2 (25%)	2 (25%)	7 (87%)
5) Do you define students' own roles when working in a group?	/	1(12%)	6(75%)	/	7(87%)
6) Are students happy when they see you ?	4(50%)	/	/	4 (50%)	8 (100%)
7) Do students get scared when they see you?	/	1 (12%)	1 (12%)	3 (38%)	6 (75%)
8) Do you scold students if they repeat the mistakes?	5 (62%)	/	/	1 (12%)	6 (75%)
9) Do you correct students if they make mistakes?	4 (50%)	2 (25%)		/	8 (100%)
10)Do students trust you enough to tell you a secret?	1 (12%)	/	/	1 (12%)	2 (25%)
11) Do you want to learn something from your students?	2 (25%)	/	2 (25%)	2 (25%)	8 (100%)
12) Do you use sarcasm on students who are unmotivated for learning?	/	/	1 (12%)	6 (75%)	7 (87%)
13) Do you use motivational words to "good" students, "keep going so it's good", "thanks for your opinion, it was very interesting"?	2 (25%)	2 (25%)	1 (12%)		5 (62%)
14) Do you adjust your dress code with your code of ethics?	2 (25%)	2 (25%)	2 (25%)		6 (75%)

3.1.1.Conclusions from the teacher questionnaires - Questionnaire A

This questionnaire contains 14 four-point questions to reflect teachers' attitudes. The teachers' messages were formulated in short sentences and reflected in the following:

1. Very few teachers are trained for modern teaching.
2. Some teachers know that a smile on their face motivates students and encourages them to engage in interactive activities, and some think that with a serious face everything is achieved.
3. Teachers speak with a calm and friendly voice in the standard language.
4. Teachers only to a small extent cooperate with each other in professional activities to share their experiences, to learn something from each other's experiences.
5. Teachers do not have a positive teamwork attitude.
6. Teachers are not convinced that their presence in the classroom makes the students happy.
7. Teachers still have a positive attitude towards traditional teaching, where fear is a major factor in student learning.
8. Teachers scold students if they repeat mistakes.
9. Teachers correct students' mistakes.
10. Teachers do not want to hear students' secrets.

11. Teachers are not ready to learn from their students, but some of them do.
12. Teachers know that sarcastic taunts demotivate students.
13. Teachers use motivational words to students, "good job", "keep going", "thanks for your opinion, it was quite interesting".
14. Teachers try to adjust their code of dress according to the code of ethics.

3.2. Results of student questionnaires –Questionnaire B

Table 2. Results from Student Surveys - Questionnaire B

Questions for students (50 students)	excellent	not important	fair	poor	total answered
1) Are your teachers always regular at work?	33 (66%)	6 (12%)	5 (10%)	/	44 (88%)
2) Do teachers use humor during class?	5 (10%)	6 (12%)	32 (64%)	3 (6%)	46 (92%)
3) Does the teacher's mood and smile influence the creation of a conducive working- class environment?	29 (58%)	5 (10%)	5 (10%)	8 (16%)	47 (94%)
4) Do teachers speak clearly in a standard language in a calm tone?	26 (52%)	6 (12%)	8 (16%)	4 (8%)	44 (88%)
5) Do teachers define roles when you work in a group?	25 (50%)	6 (12%)	8 (16%)	4 (8%)	43 (86%)
6) Are you excited when you see your teachers?	27 (54%)	5 (10%)	9 (18%)	4 (8%)	45 (90%)
7) Are you afraid when you see your teachers?	3 (6%)	7 (14%)	20 (40%)	10 (20%)	40 (80%)
8) Do teachers scold you if you repeat the mistakes?	10 (20%)	6 (12%)	20 (40%)	5 (10%)	41 (82%)
9) Do teachers correct you for making mistakes when answering?	20 (40%)	5 (10%)	18 (36%)	4 (8%)	47 (94%)
10) Do you trust your teachers enough to tell them a secret?	5 (10%)	9 (18%)	19 (38%)	15 (30%)	48 (96%)
11) Do teachers ever learn something from you?	1 (2%)	4 (8%)	16 (32%)	10 (20%)	31 (62%)
12) Do teachers use sarcastic taunts toward students who demotivated them for learning?	7 (14%)	7 (14%)	14 (28%)	19 (38%)	47 (94%)
13) Do they use motivational words to students, "well done" "keep going", "thanks for your opinion, it was quite interesting".	31 (62%)	3 (6%)	11 (22%)	1 (2%)	46 (92%)
14) Do teachers understand your situation if you have a problem?	29 (58%)	6 (12%)	7 (14%)	5 (10%)	47 (94%)

3.2.1 Conclusions from student questionnaires - Questionnaire B

This questionnaire was formulated with 14 four-point questions to reflect students' attitudes. The students' messages were formulated in short sentences, which we reflect in the following:

1. When the students were asked about teachers attendance, a total of 44 (88%) students stated their thoughts in the options : "excellent" 33 (66%) students, "not important" 6 (12%) students, "fair" 5 (10%) and "poor" 1 (2%) student. Teachers are accountable for their responsibility.

2. In the question about using humor in the classroom students in total stated their thoughts in the options: "fair" 32 (64%), "poor" 3 (6%), "excellent" 5 (10%) and "not important" 6 (12%). These data indicate that teachers use very little humor when teaching so they can motivate them and create a positive climate.

3. When the students were asked whether teachers mood contribute to creating a favorable working climate, a total of 47 (94%) in options: "excellent" 29 (58%), "not important" 5 (10%) students, "fair" 5 (10%) students and "poor" 8 (16%) students. These data indicate that humor is liked by many students, so teachers should use it more.

4. When the students were asked whether teachers are understandable when teaching and whether they speak in a standard language, they answered: 44 (88%) students in the options: "excellent" 26 (52%) students, "not important" 6 (12%) students, "fair" 8 (16%) and "poor" 4 (8%) students. Most teachers use Albanian standard language in their teaching and are friendly to the students they speak in a calm voice, whereas some speak the dialect.

5. When the students were asked about defining students roles when working in a group, in total have stated their opinion 43 (86%) students in the options: "excellent" 25 (50%) students, "not important" 6 (12%) students, "fair" 4 (8%) students and "not at all" 8 (16%) students. These data indicate that group work has begun to be practiced by teachers and that their roles are defined in the group.

6. When the students were asked whether students are happy when they see their teachers, in total stated their opinion 45 (90%) students, in the options: "excellent" 27 (54%) students, "not important" 5 (10%) students, "fair" 9 (18%) students and "poor" 4 (8%) students. Students are very happy when they see the teachers.

7. When the students were asked whether students are frightened when they see their teachers, in total 40 (80%) students, in the options: "excellent" 3 (6%) students, "not important" 7 (14%) students, "fair" 20 (40%) students and "poor" 10 (20%) students. Students are afraid of their teachers.

8. When the students were asked if teachers scold their students if they repeat the mistakes, total 41 (82%) students in the options: "excellent" 10 (20%) students, "not important" 6 (12%) students, "fair" 20 (40%) students and "poor" 5 (10%) students. The data shows that teachers scold their students if they make mistakes, so they can improve in the future.

9. When the students were asked if teachers correct their mistakes, they said total 47 stated (94%) in the options: "excellent" 20 (40%) students, "not important" 5 (10%) students, "fair" 18 (36%) students and "poor" 4 (8%) students. These data indicate that teachers correct students mistakes when reflected in their responses.

10. When asked if they could confide in teachers, in total 48 (96%) students stated in options: "excellent" 5 (10%) students, "not important" 9 (18%) students "poor" 19 (38%) and "fair" 15 (30%) students. Students do not trust their teachers enough with their secrets.

11. Students are ready to help teachers, to teach them something about ICT in total 31 (62%) students, in options: "excellent" 1 (2%) students, "not important" 4 (8%) students, "fair" 16 (32%) students and "poor" 10 (20%) students. Teachers do not want to learn from students.

12. When asked about teachers mocking students, in total 47 (94%) stated in the options: "excellent" 7 (14%) students, "not important" 7 (17%) students, "fair" 14 (28%) and "poor" 19 (38%) students. Teachers do not use sarcasm taunts towards the students.

13. In the question whether teachers motivate students with motivational words 46 (92%) students in total stated in the option : "excellent" 31 (62%) students, "not important" 3 (6%) students, "fair" 11 (22%) students and "poor" 1 (2%) students. Teachers use motivational words in the class.

14. In the question do teachers understand if students have any problem (are empathic) 47 (94%) students stated in the options: "excellent" 29 (58%), "not important" 6 (12%) students, "fair" 7 (14%) students and "poor" 5 (10%). Teachers are empathetic with their students.

4. Recommendations

- Recommendations formulated supporting the results of the questionnaires:
- *First*, to 8th graders not only do they want their teacher to be smiley, but they also want their teacher to have a signaling attitude with the face so that they can show a form of respect.
- *Second*, teachers need to behave in front of students with civic values.
- *Third*, teachers need to educate students in developing their personalities to reflect civic behavior in society for the benefit of themselves and society.
- *Fourth*, research results vary from generation to generation, as different teachers and students have different preferences.
- *Fifth*, teachers deserve better salaries because they prepare future citizens of this society.

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