

# What Makes an Effective Teacher in the 21<sup>st</sup> Century?

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Received: 22-12-2021

Revised: 14-03-2022

Accepted: 28-03-2022

## ABSTRACT

Present article aims to discuss issues related how to become an effective teacher in the 21<sup>st</sup> century? Significant numbers of research studies have already been conducted and have dealt the area related to qualities of effective teacher at length. But majority of existing studies have mentioned the qualities of teachers limited to subject knowledge, pedagogical skills, classroom management, organisational skills, skills of using ICTs, orientation to child psychology and philosophy of teaching. As it is obvious that students of present century are more aspirants with competitive temperament as compared to students of decades ago, and they expect their aspirations to be realised and fulfilled. An ordinary teacher may not be able to help them in such aspects as they may not be having certain personal and professional qualities needed to deal. Only an effective teacher imbued with the 21<sup>st</sup> century teachers' qualities may be in position to pacify the needs of the students of this century. The question is that what would be the qualities of an effective teacher? In reply, this article has made an attempt not only to incorporate the related studies' suggestions into it but also suggested and mentioned certain essential qualities like trustworthy, passionate, committed, good planner, visionary, optimistic, facilitator and so on needed to become an effective teacher.

**Keywords:** Effective Teachers, Teaching Effectiveness, Pedagogical Skills, 21<sup>st</sup> Century

Much has been researched, discussed, analysed, postulated and conjectured to determine and fix the concrete traits and features needed for a teacher to adhere for becoming an effective teacher but till now no such a concrete literature has come up in educational arena that may designate or discuss the comprehensive aspects of an effective teacher. This may be because of changing nature of education system and society and its needs due to the advent of science and technology that has categorically transformed the entire educational process. India has long and rich legacy of education system from Grukula to modern education system. Grukula system of education was a unique set up wherein Guru (Teacher) and disciple were living together in school campus called Grukula. There, they interacted with each other on almost every aspect of life. Learners were supposed to learn essential knowledge and life skills at school from their

teachers. Teachers of those days were self-less and determined to discharge their duties without in lieu of money. Money was not object to them.

The dawn of twentieth century brought the tremendous transformation in education system and its process. Western culture emerged out and soon dominated over the major chunk of the globe. Materialistic approach was already been started expanding as the scientific and technological temperament had grown up greatly under the influence of west world. Education system could not spare to be influenced. Entire education process got transformed. Scientific orientation was promoted in educational set up in order to meet the needs

**How to cite this article:** Hasan, M. and Zaheer, A. (2022). What Makes an Effective Teacher in the 21<sup>st</sup> Century?. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 13(01): 29-32.

**Source of Support:** None; **Conflict of Interest:** None



of the time. As the changes were taken place in education process so as in the stake holders of education system too. Expectations from the school and learners got diversified. Gradually but steadily value and spiritual oriented education including social education was pushed back and scientific education got promoted at large scale. This led to loosen of emotional bond of teacher and taught. Subject knowledge with pedagogical skills became the criteria to be an effective teacher but failed to compliance with gradually changing nature of society and its education system.

### **The Effective Teacher**

The effective teacher is one who teaches effectively to their students. Effective teacher always help to their students in maintaining sound health, mind and body as well as makes attempts in inculcating essential skills, healthy habits, sound and productive thought process, values, positive attitude and scientific temperament (Roy & Halder, p. 914, 2018). Sammons & Linda (p. 16, 2011) have listed some characteristics of an effective teacher like- teaches the class as a whole, presents information and skills with clarity, keeps the activity oriented teaching session, high expectations for achievement, sticks on pace leaning and reduces behaviour problems. Papanastasio (1999) stated that “no single teacher attributes or characteristics are adequate to define an effective teacher”. To an effective teacher, practices in classroom is important than learning (Wenglinsky, 2000). In the words of Paris and Paris (2001) that “effective teachers do not reply only on teacher directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literary activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning.” An effective teacher casts impact on students’ learning outcome and also possesses high level of teaching aptitude as compared to non-effective teachers (Khatal, 2010). In another study friendly, forgiveness, respect, fairness, comprehension, compassionate and attitude were identified as the qualities of an effective teachers (Scirner, 2009). Whereas Walker (2008) identifies

twelve characteristics of an effective teacher like “preparation, positive attitude, high expectations, creativity, fairness, personal touch, developing a sense of belonging, accepting mistakes, sense of humour, respect for students, forgiving attitude and compassion”. Glicken (2004) posited some principles like-need assessment, safety in process, sound relationship, respect in the learning environment, clear role ,engagement, immediacy, sequence and reinforcement, accountability and ideas, feeling and actions for effective teaching. In addition, certain qualities like the teacher as a person, classroom management and organization, organization and orienting for instruction, implementing instruction, monitoring students’ progress and potentials and professionalism are also recognised as the qualities of an effective teacher (Stronge, nd). All the mention and explained qualities and characteristics are mostly limited to classroom teaching, learning outcome, personal traits of teachers, professional behaviour and so on.

### **21<sup>st</sup> Century and Effective Teachers**

Present article aims to carve out such qualities which may assist teachers in becoming effective teachers in the 21<sup>st</sup> century. It has been observed that a significant proportion of teachers have all those qualities and characteristics explained above even though they are unable to fulfil the aspirations and needs of students. Students of present century are having aspirations differed from the students of decades ago. They do not want only the subject knowledge usually taught at school but also the concrete experiences and guidelines that may lead them to a successful and prosperous life. In this aspect, teachers as well as schools are found lagging behind as they concentrate only subject knowledge without touching or realising the aspirations of their students.

21<sup>st</sup> century is been seen as the flow of information and knowledge. Students are well aware about the global trends of markets and opportunities. They are promising as they have full of potentials but the issue is that how their potentials can be harnessed and channelized positively? Certainly, it would be possible if the schools and nation as whole has teachers who are effective in their teaching and managing the students’ aspirations by offering concrete guidance and counselling. But the reality

is different as the significant proportion of teachers is struggling to be respected by their students. It is happening because of teachers hardly realise themselves as teachers. They consider that they teach or comply with education system as they are paid for it. That is why they do their routine duties and keep engage themselves in the works that fetch them personal promotion and progress. Today there is ample resources of every kind available to them as compared to the teachers of decades ago even though they are fail to mark any impression on the mind of their students except few. Teachers of few decades ago were having much respect in the eyes of their students as they were self-less, non-materialistic, dutiful towards society and nation as well as they would accentuate the thrust of knowledge in the students by motivating, inspiring and making them realised. In conclusion, there is an utmost need to design such a training programme or orientation course by which teachers may be trained and made realised about their nature of duties expected to students and society. Thus, following qualities may be designated as essential qualities to become an effective teacher in the 21<sup>st</sup> century:

1. Etiquettes with moral values.
2. Ability of inspiring students.
3. Ability of giving dream to the students.
4. Ability to inspire students than imparting knowledge.
5. Trustworthy.
6. Ability of Excellent Planning.
7. Skills of guidance and counselling.
8. Passionate towards duties and profession.
9. Commitment.
10. Performers and deliverance.
11. Quality of leadership and managerial.
12. Great visionary.
13. Ability to give reasons to success.
14. Acknowledging students on humanitarian ground.
15. Avoid sharing personal issues and problems with students.
16. Optimistic while dealing students.
17. Avoid comparing students with him.
18. Facilitator and motivator rather than teacher.

19. Professionally sound.
20. Skilled in handling latest tools of teaching.
21. Wisdom imbibed.
22. Optimistic Approach with students.
23. Practicing sense of equality with students.
24. Sense of responsibility.
25. Keen observer and researcher.
26. Skills of Effective communication.
27. Good listener.

## CONCLUSION

Becoming an effective teacher is a very tedious task as it needs full dedication towards profession. Certain related studies have also pointed out some essential qualities needed to become an effective teacher. But majority of the studies were found with qualities of effective teacher limited to content knowledge, pedagogical knowledge, ICTs orientation and to knowledge of child psychology. Whereas this article has made an attempt to carve out some qualities designated to become an effective teacher in the 21<sup>st</sup> century. As in the present century, flow of knowledge and information is plenty due to advent of information and technologies. Up to a certain extent, essential resources are also available as compared to few decades ago. Still, shortage of effective teachers is observed as teaching is not only limited to classroom rather it needed to cater the needs of students by inspiring and motivating them. Teachers are expected to give dreams and reasons to ensure success to their students.

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