

Qualities of a Teacher

Now the question arises, "*What makes a good teacher*"? Before we discuss the various traits and qualities necessary for a good teacher we must know from whose

point of view the teacher should have certain good qualities? Whose judgement should we consider while accepting the essentiality of such traits? Pupils have their own criteria of judging a teacher, and so have the headmaster, the parents, the educational authorities and the laymen. It is really difficult to strike a balance between the demands put on the teacher by all these categories of people. Then there is another question : what technique should be followed in describing the essential trait. of a good teacher and thus painting a complete picture of him ? We may sum up briefly the main points helpful in coming to definite conclusions regarding the two questions given above.

Qualities of Teachers from Different Points of View

1. The point of view of pupils : Pupils have their own likes and dislikes. **Hart**, in his investigation, found that the first five important traits ranked by the majority of the students, who were called upon to give reasons for liking a teacher, were :

- (i) Cheerful, happy, good-natured, jolly, sense of humour and joke.
- (ii) Human, friendly, 'one of us'.
- (iii) Interested in understanding pupils.
- (iv) Making work interesting, motivating them to work with pleasure.
- (v) Commanding respect. Again he has found that the first five traits disliked by the pupils are : (i) Bad temper, (ii) Not helpful in school work, (iii) Partiality, (iv) Haughtiness, (v) Extreme strictness.

When we are finishing a list of traits essential for a good teachers we must take the likes and dislikes of pupils into cognisance.

2. The point of view of headmasters : The headmaster wants the teacher to be obedient, loyal, hard-working, intelligent, co-operative and helpful. He wants to give the best results and to raise the status of the school.

He is not so much concerned with some of the traits listed essential by the students *e.g.*, sense of humour, remaining one with students etc. He has his own points of view-the total output of the school. Perhaps he is satisfied with one essential *i.e.*, the teacher is able to bring credit to the school through the University Results (100% pass, maximum number of scholarships, etc.)

3. The point of view of parents : The parents have their own criteria. They want the teacher to be highly sympathetic to the child, paying individual attention to him. The teacher, helping the child to get best results, in the best.

4. The higher educational authorities : They have their own whims. It is observed these days that their best criteria for judging a teacher is examination results. They are prepared to punish the teacher if he does not show results better than the pass percentage of the university. They want the teacher to be meek and humble. They want him to work in the worst of the conditions. They will dismiss all his demands about the work-condition in the school, with a reply in one sentence. 'The teacher should be resourceful.' They want him to be extra-resourceful so as to teach children without any house accommodation (hence under the shade of tree) and any equipment *i.e.*, through verbal images alone.

5. The point of view of a layman : He perhaps thinks that a teacher should work as mental labourer on monthly wages, and should put in at least 8 hours daily work.

He should live no material wants. He need not join public functions and should have no recreation.

6. The point of view of educationists : Educationists have also gives a long list of traits and qualities essential for a good teacher. In that list, perhaps no favourably qualifying adjective in the dictionary, has been lift out. They make him a paragon of virtues, 'a daniel' on earth; or a superhuman being. We have not yet discovered an ideal teacher on earth, down the ages who possess all those traits mentioned by the educationists.