



TEACHER AS A ROLE MODEL AND ITS IMPACT ON THE LIFE OF FEMALE STUDENTS

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Abstract:

In daily life of students there are many factors that play a vital role in their lives but the major aspect that plays a crucial role in building their personality and in increasing their academic capabilities is a teacher. A teacher is a role model if he/she is attentive towards student's academic growth and gives equally importance to their personal growth. This study conducted teacher's social behavior related with student's personality and teacher's performance related with student's academics. Multiple sampling designs including stratified random sampling and cluster random sampling are used; a sample of 300 was selected from students of APWA College, Queen Mary College and Kinnaird College belonging to different socio economic status. A cross sectional study using structured questionnaire was carried out including basic information. Univariate, bivariate and multivariate analyses were carried out on the data collected. The findings demonstrated that out of 300 respondents 212 students take their teachers as a role model. The results of the study showed that there is a need for both teachers and students to become more socially attached with each other by keeping outside classroom relations and better understanding of each other.

Keywords: *role model; factor analysis; association; good mentor; scree plot; enthusiasm.*

1. INTRODUCTION

Role models are those who preserve qualities that we would like to have and those who have affected us in a way that creates an urge within us to be a better human. A role model is a person who inspires and encourages us to struggle for greatness, live to our fullest potential and see the best in ourselves. We often don't recognize our true role models until we have noticed our own personal growth and progress. A role model can be anybody: a parent, a sibling, a friend but some of our most influential and life-changing role models are teachers.

TEACHER AS A ROLE MODEL:

Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students towards greatness. Teachers educate us with all of their knowledge. Smart and spirited, teachers can make our brains work like computers. Yet, our teachers can also hold our hands when we need it. A teacher possesses the academics and grace that we all love. Teachers care for us in every imaginable way. Our education is important to our teachers. Therefore our teachers struggle hard to teach every student: checking exams after school; explaining things so



they are easier; and reading to us or teaching us and thus possess all qualities of being called a Role Model.

QUALITIES OF A TEACHER

POSITIVE QUALITIES OF A TEACHER:

1. Has passion for teaching
2. Understands feelings of students
3. Helps in boosting self-esteem and encourages students.
4. Communicates clearly
5. Displays a sense of humor
6. Dresses appropriately
7. Responsive to situations and students 'needs
8. Enjoys teaching and expects students to enjoy learning
9. Positive dialogue and interactions with students outside the classroom
10. Speaks in appropriate tone and volume
11. Uses varieties of activities to engage students
12. Enables students to track their own performances
13. Keeps a log of parent communication
14. Submit lesson plans and assessment documents on time
15. Understands that being a “great teacher” is a constant struggle to always improve
16. Good Classroom management skills
17. Appreciates students hard work

RED FLAGS OF INEFFECTIVE TEACHING:

1. Believes that teaching is just a job
2. Lack in punctuality
3. Expresses bias (negative or positive) with regard to students
4. Demeans and ridicules students
5. Exhibits defensive behavior for no apparent reason
6. Lacks conflict resolution skills



7. Not accepting responsibility of whatever happens in classroom
8. Unavailable outside the classroom
9. No or very few lesson plans are available
10. No log of parent communication
11. Has unengaged students (e.g. bored, off task, asleep)
12. Has poor student performance in class and on assessments
13. Bad classroom management skills.
14. Uses extremes in grading (high failure rates or unrealistically excellent grades)
15. Degrades students and breaks down their self confidence
16. Uses inappropriate language.
17. No appreciation on student's hard work

Wang et al. (1994) explored that Teachers link together students, other teachers, school administrators, families, and community members to foster the learning success and healthy development of their students. The nature of these interactions among different stakeholders varies depending on the teachers' intent and the needs of their students. Students, particularly those at risk of school failure, can benefit from certain "protective supports provided by teachers". The teacher's role in creating an environment and building relationships conducive to learning goes beyond the traditional academic duties to include the provision of additional support and care. By developing nurturing, positive relationships with their students, teachers can buffer the impact of certain basic factors that may negatively impact on a student's academic achievement. Brekelmans et al. (2002) showed that teachers' ideals of the teacher-student relationship are rather stable during the teaching career; they consistently strive for a high degree of dominance and cooperativeness. The actual teacher-student relationship however changes during the career. On average there is a significant increase in dominant behavior of teachers during the first decade of their career: a movement towards the ideal teacher-student relationship. After this period dominance stabilizes. On average there is no change in co-operative behavior. There is no shift towards the ideal as experience grows. During the career the cognitive component to training and staff development may be more important in order to support teachers to select appropriate skills in particular situations

Mooij (2008) identified teachers' views about what made an 'ideal' teacher. There were two components to this: first, an ideal teacher was a role model and second s/he manifested certain behaviors. As a role model the ideal teacher was dedicated, honest and dressed 'appropriately' (that is not in jeans), and their approach to teaching was joyful and child-friendly. However, in the long-term, teacher quality can be equated with professionalism, that is a willingness and ability to exercise judgment and make pedagogical decisions. Churchill et al., (2011), Teachers need to ensure that classroom tasks are significant to students as this has implications for the



development of students' academic abilities. As students realize that their work is meaningful and relevant to their own lives, this provokes interest and greater engagement with the tasks at hand, and a willingness to perform to their fullest potential. The forming of relationships between teachers and students provides teachers with opportunities to understand and connect with students' interests, preferences, opinions, cultures and emotions, and plan for this in their teaching. Hughes and Chen (2011) investigated that Teacher–student interactions are not only influenced by a number of aspects including gender, but in turn also influence a student's academic outcomes and behavior. Supportive and positive relationships between teachers and students ultimately promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities” Shein and Chiou (2011) showed that the participants who identified technical teachers as their role models displayed a greater tendency toward the concrete experience and active experimentation modes, whereas those who identified lecturing teachers as their role models exhibited a greater tendency toward the abstract conceptualization and reflective observation modes. These findings echo Marshall's (1991) argument that those teachers identified by students as role models affect students' learning styles. In terms of consistency in learning styles between students and their role models in a collaborative teaching situation, their results show that consistency was greater when the teachers were identified as role models than when they were not identified as role models. Their findings were in accordance with an international and cross-cultural study Lashley and Barron's (2006) in which it was found that hospitality and tourism students typically prefer learning styles that are concrete rather than abstract, and active rather than reflective.

The teacher student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. All of us have gone through schooling, and if fortunate had a favorite teacher. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learning the classroom. Specifically, three elements must exist in a student's relationship to a teacher. First, the student must respect his or her teacher and hold him in the highest esteem, for this is a necessary prerequisite to accepting his advice. Regarding someone who is only giving factual information, and not assuming the role of mentor, this condition becomes less critical. Second, the student must trust the teacher's concern. The student must believe that the teacher always has his or her best interests in mind. If the student would sense some ulterior motive, some self-interest, or even carelessness in the teacher's instruction, he or she would not be able to surrender whole heartedly to the teacher's advice, and this would make the entire exchange meaningless. Third, the student must commit himself or herself to following the instruction with utmost discipline, for only then can the intended effect be realized. Just as a doctor's orders must be followed precisely, since failure to do so could cause more harm than good, so a teacher's "prescription" must be obeyed with equal conscientiousness and deference to his superior knowledge and authority.

A role model is somebody we admire and someone we aim to be like. Teachers play a dynamic role in our everyday life and are role models in any perspective. The purpose of this study is to

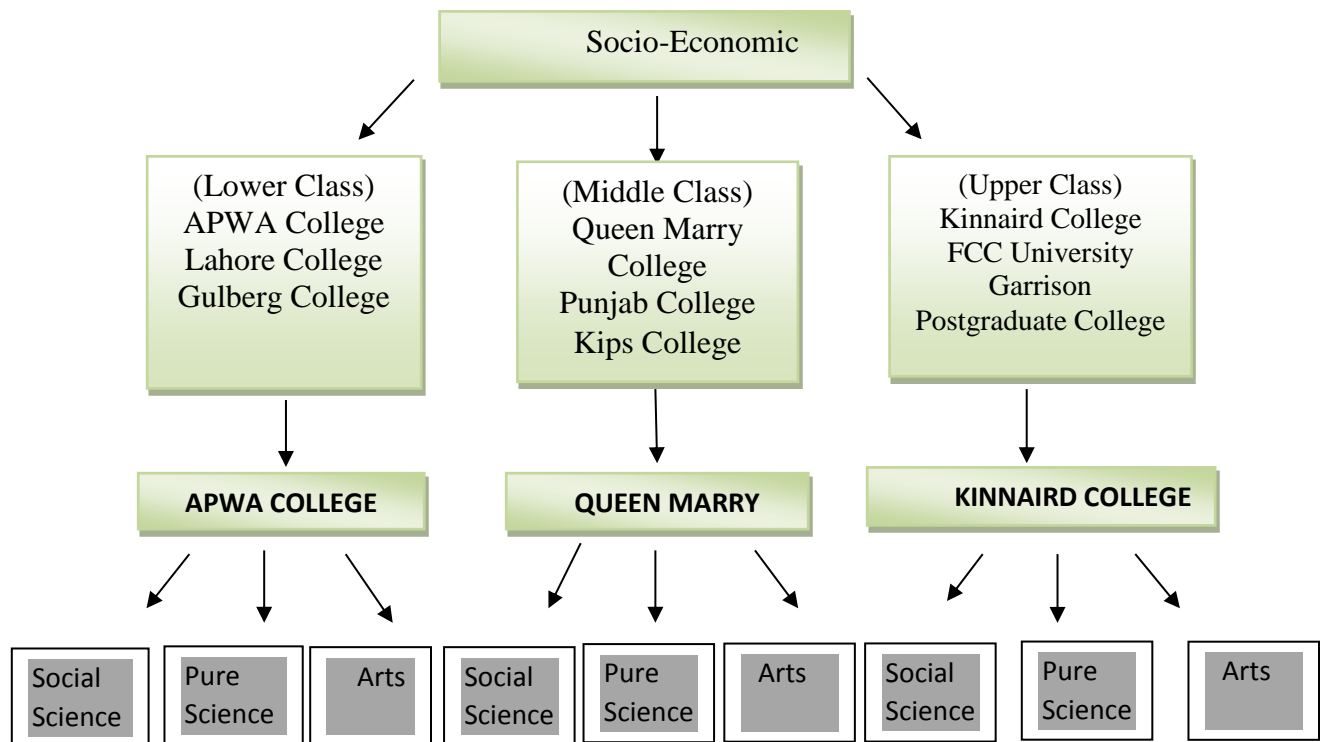


examine the Teacher attitude towards student's personality and its effect on students' performance in academics. Objectives of the study are

1. Examine the impact of teacher's social behavior on personality of students.
2. Assess the effect of teacher's performance towards the academics of students.

2. METHODOLOGY

A cross sectional study was conducted among the youth from age 16 to 28. Data was collected from 300 students of colleges and universities of Lahore through a well-structured questionnaire. A multiple probability sampling designs including Stratified Random Sampling and Cluster Random Sampling was used accordingly, at first stage the colleges/universities were selected according to socio economic status using stratified random sampling then from socio economic groups one colleges/university was selected using cluster random sampling and then the each selected cluster would be further divided into three different departments and from each department, students was chosen using double stratified sampling. A sub sample of size 30 had been taken from each socio economic group. The primary data was collected through a structured questionnaire consisting of basic demographic questions. Data was analyzed using univariate (frequency distribution, graphs), bivariate (chi-square test of association, spearman's rank correlation) and multivariate (factor analysis) statistical techniques. The statistical package SPSS and Minitab were used to analyze and interpret results in this paper. The sampled population was:





3. FINDINGS

The univariate analysis showed the following results. The results of the study showed that the majority of age of students lies within the range of 16-20 which is 181, number of students lie between the age intervals 20 to 24 is 105, and only 14 students' ages lie between the intervals 24-28. Out of 300 students 212 students take their teacher as a role model and 88 said they do not take their teacher as a role model. 70% students said that teachers recognize misconceptions and clear them up. 71% students agree that their teachers conduct test and competitions while 18% do not agree this statement. The analysis showed that 85% students said that their teacher is consistent and fair. Moreover 82% students said that teacher's action based on the desire for each student to attain high level of achievements. 70% students believe on teacher ability to create new ideas. 71% students said that teachers provide them comfort and cherish when they are depressed. 62% students respond that they feel low when teacher scolds them badly. 60% students faced Injustice due to favoritism by teachers. The findings of the study demonstrate that 28% students said that teachers keep grudge against them, 54% students' said no, and 18% students who responded to some extent. 71% students said that their teachers are friendly with them.

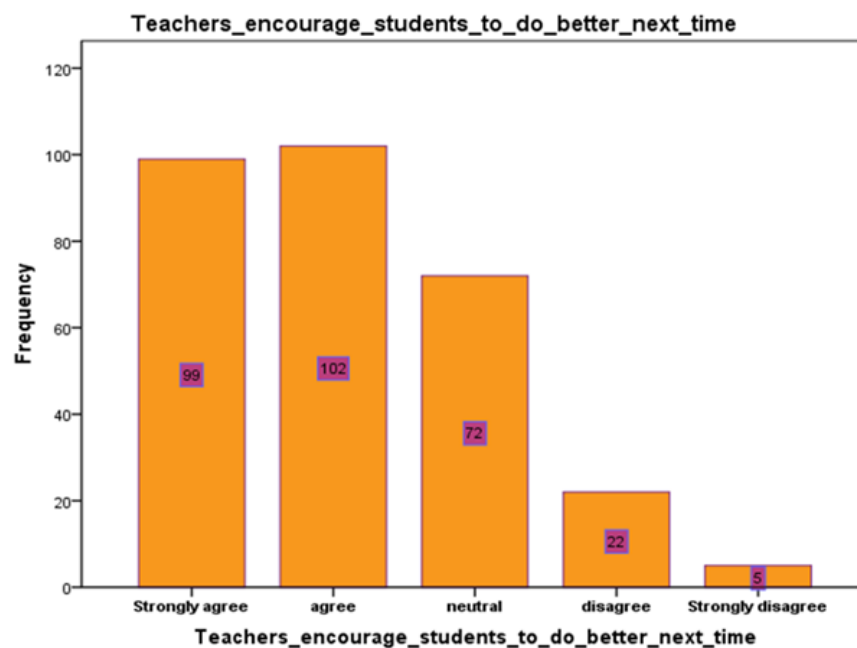


Fig. 1: Teacher encourage students to do better next time

The Fig.1 shows that there were 99 students who strongly agree about teachers encourage students to do better next time, 102 students who only agree, 72 students who were neutral, 22 students who disagree and 5 students who strongly disagree. So majority of the students agree that teacher encourage students to do better next time.

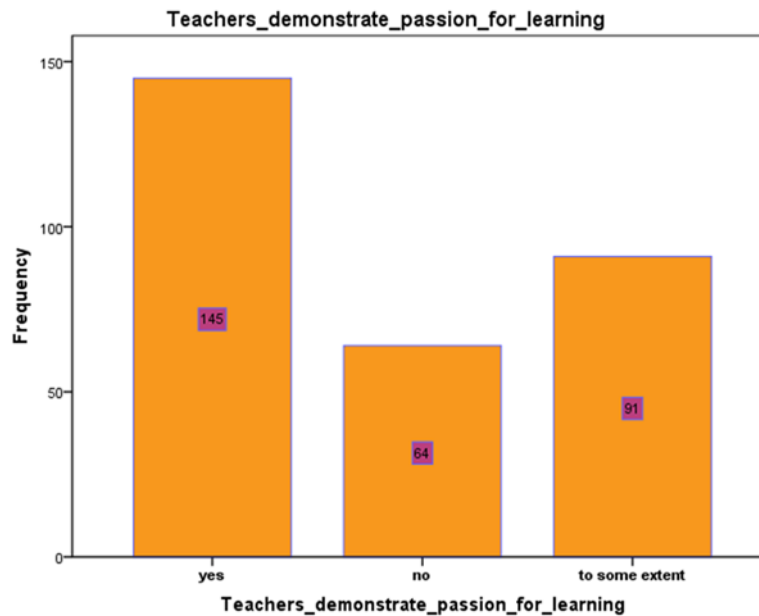


Fig. 2: Teachers demonstrate passion for learning

The Fig.2 shows that majority of the students said that teachers demonstrate passion for learning.

Table 1: Teachers focus on strength or weakness

Focus	Frequency	Percent
strength	89	29.7
weakness	79	26.3
both	122	40.7
none of above	10	3.3
Total	300	100.0

From the table 1 it had been concluded that 30% students who responded that teachers focus on strengths of the students, 26% who responded teachers focus on weakness of the students, 41% responded teachers focus on both strength and weakness of the students and 3% students responded none of above.

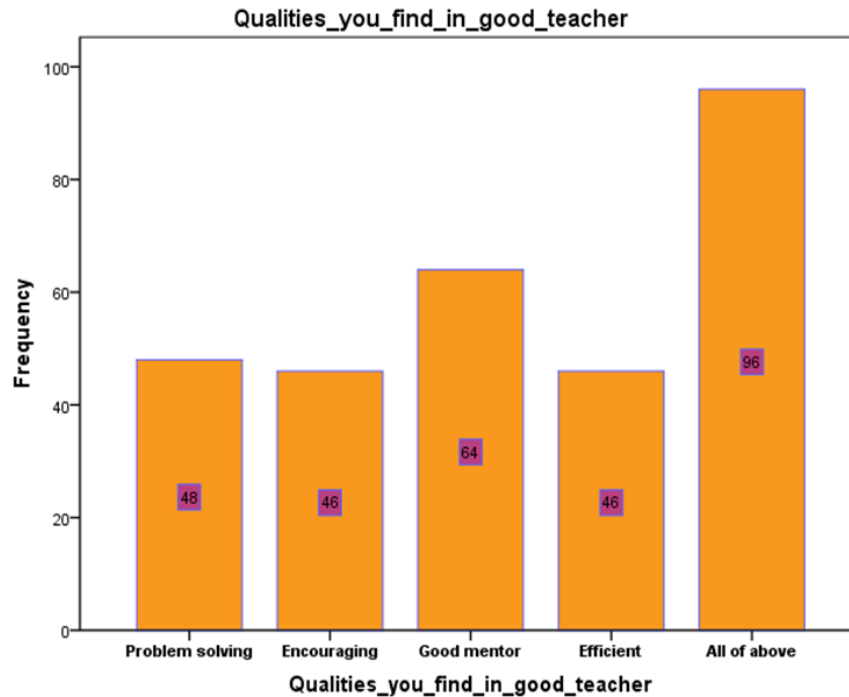


Fig. 3: Qualities of a good teacher

The Fig.3 shows that 48 students responded that problem solving is a quality that should be in a good teacher, 46 responded that a good teacher should be encouraging, 64 students responded that teacher should be a good mentor, 46 students responded good teacher should be efficient and 96 students responded all of the above qualities must be in a good teacher.

Table 2: Association between teachers as a role model and teachers conduct tests and competitions

Chi-Square Test			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.630 ^a	4	.009

Table 2 shows that P-Value is .009 is highly significant, therefore it is concluded that there is association between teachers as a role model with teachers conduct tests and competitions.



Table 3: Association between teachers as a role model and teachers encourage you to do better next time

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.462 ^a	2	.040

Table 3 shows that P-Value is 0.040 which significant, therefore it is concluded that there is association between teachers as a role model and teachers encourage students to do better next time.

Table 4: Association between teachers as a role model and teachers demonstrate passion for learning among students

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.861 ^a	2	.000

Table 4 shows that the P-Value is 0.000 which is highly significant, therefore it has been concluded that there is association between teachers as a role model and teachers demonstrate passion for learning.

Table 5: KMO and Bartlett's Test

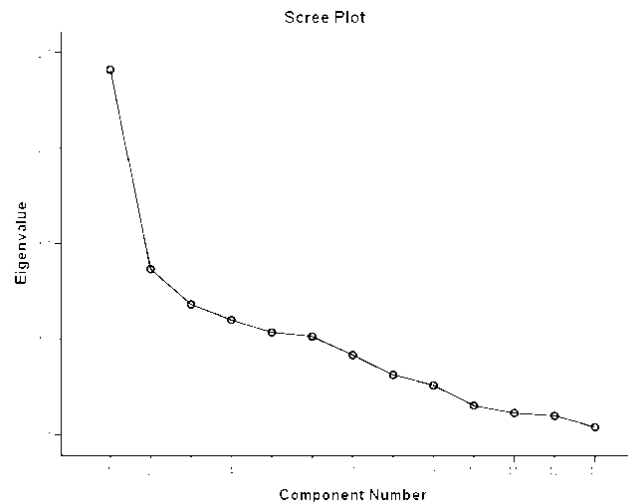
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.673
Bartlett's Test of Sphericity	Approx. Chi-Square	326.226
	df	78
	Sig.	.000

Bartlett's test value came out is 0.000 showing significance and MSA is 0.673, that is greater than 0.5, so both the assumptions get fulfilled and data is ready to apply factor analysis.

**Table 6:** Component transformation matrix

Component	1	2	3	4	5	6
1	.650	.403	.396	.352	.337	.144
2	-.296	.705	-.510	.138	.027	.367
3	-.542	-.082	.627	.186	-.008	.522
4	.237	.164	.143	-.851	-.104	.402
5	.337	-.153	-.117	.306	-.797	.347
6	.159	-.532	-.395	.071	.490	.539

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

**Fig 4:** Scree Plot

The above table and scree plot shows the factors that were taken out from of this study. There is no inter-correlations and multi-co linearity within the factors. This table can be further used in data analysis as it consists of uncorrelated factors, which can be further used in the regression purposes. On the basis of factor analysis there were 6 factors that must be found in a teacher to take as a role model. The names of the factors are teacher as a mentor, enthusiasm, inspiration from teacher, academic outputs due to teacher, positive attitude towards students, good qualities of teachers



4. DISCUSSIONS

The result of this study indicated that majority of the respondents take their teachers as a role model. The current study depicted that a teacher being role model is related with teacher encouraging students to do better next time and teacher's actions based on the desire for each student to attain high levels of achievements. The previous study by Hughes and Chen (2011) investigated that teacher–student interactions influenced the student's academic outcomes and behavior. Supportive and positive relationships between teachers and students ultimately encourage students to participate cooperatively in classroom activities.

Present study demonstrated that teacher being a role model should possess the following qualities, teacher should be a committed person, teacher should be consistent and fair, teacher should recognize misconceptions and clear them up, teacher should comfort and cherish students when they are depressed. Mooij (2008) identified teachers opinions about what made an 'ideal' teacher. There were two components: first, an ideal teacher was a role model and second s/he manifested certain behaviors. As a role model the ideal teacher was dedicated, honest and their approach to teaching was joyful and child-friendly. However, in the long-standing, teacher quality can be equated with expertise, that is enthusiasm and ability to exercise judgment and make academic decisions.

Present study showed that factors like teachers ability to create new ideas and encouraging group work, increasing the passion for learning among students by positive interactions and giving them responsibility for their own learning. Therefore teachers must enhance their academic capabilities, and being down to earth towards students by forgiving their mistakes and enabling them to improve themselves along positivity. Supported by Churchill et al., (2011), teachers need to ensure that classroom tasks are significant to students as this has implications for the development of students' academic abilities. As students realize that their work is meaningful and relevant to their own lives, this provokes interest and greater engagement with the tasks at hand, and a willingness to perform to their fullest potential. The forming of relationships between teachers and students provides teachers with opportunities to understand and connect with students' interests, preferences, opinions, cultures and emotions, and plan for this in their teaching.

5. CONCLUSIONS

Teacher being a role model should possess many qualities like committed to the work, encourages and appreciates diversity, brings a wide range of skills and talents to teaching, fosters critical thinking and emphasizes teamwork among students

The result of this present study represented that teacher as a role model is associated with teachers conducting test and competitions from students and teachers recognizing misconceptions and clearing them. This study also showed that teacher as a role model should encourage students to do better next time, demonstrate passion for learning and encourage group



works as well this study explored that teacher's desire for students to achieve high level of achievements and guiding students to become a better person makes a teacher a role model among students. A teacher being a role model should have qualities of being a committed person and consistent fair. Moreover a role model teacher should focus on both strengths and weakness of students and recognize patterns and new ideas. This research discovered that a teacher being a role model should be problem solving, good mentor and efficient. A teacher is a role model if he/she is forgiving in nature and cherishes students and comforts them when they are depressed. From the results it is identified that teachers bias action and he/she thinking ahead to anticipate and act on future needs and opportunities plays a vital role in teacher being a role model.

This study indicated that students sharing their problems with teachers, keeping outside class relationship, inspiring students to become more effective, motivated and effective lifelong learner and teachers positive attitude improved interest towards subject.

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