Teaching Profession

"A Paradigm & an Acquaintance of our attitude"

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Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge as well as towards their students. This profession is quietly depending upon that factor which holds its importance always to enlighten the system of education that is; Attitude. Attitude has been defined as a mental and neutral state of readinessorganized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. People's attitudes towards their profession have an effect on their performance.

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes.

A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teaching jobs not only offer an opportunity to earn one's living but also to engage in one of the oldest and noblest professions. Some people find teaching jobs appealing also because it entails engagement in various extracurricular and other activities of the institute. The teaching profession has attracted quite a good numbers of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the world. The different areas of specialization for being a teacher include

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teaching at nursery schools, primary schools, middle schools, high schools, colleges, universities, institutes, special schools etc. Different type of expertise is required at each level. The very basic qualities of a teacher are that he/she would be patient, perseverant, ready to adapt to the demands of the students and would have a pleasing personality. Students should look up to a teacher and should not be wary of him/her. To be popular among students, a teacher requires understanding their psychology and speaking to them in their language.

Courses in Teaching:

Pre-primary: Most polytechnics and vocational training centers conduct training for pre-school teachers. The preferred eligibility is Class XII with 50% aggregate. Personal attributes are, however, more important. There are montessori teacher training schools which are privately owned in some large cities.

Primary teacher training: Teachers with diplomas in education / Bachelors in education teach the primary classes. Graduates of Home Science also serve as primary teachers.

Secondary and senior secondary teachers: Teachers having B Ed Degrees after graduation are called Trained Graduate Teachers (TGTs), after post graduation they are called postgraduate trained teachers (PGTs). This training is imparted in teacher's training colleges.

To be a successful teacher, one has to be passionate about the subject that one is teaching. It is one's interest in the subject that can secure one's future. Teaching should not be taken up as a back-up option. It should be taken up only if one strongly believes in oneself as a mentor because teachers are responsible for the future of many a student.

Teaching requires enormous patience, and there is no ready-made formula for good teaching. Studies on effective teaching demonstrate that there are nearly as many successful styles as there are successful teachers.

But there are some qualities in good teachers on which nearly everyone agrees.

Candidates for teaching should be:

- Among the highest academic performers
- Well versed in the subjects they teach
- Knowledgeable about how to teach
- Able to use different strategies

- Interested in ideas
- Committed to teaching and learning
- Eager to make a difference in students' lives

Many good teachers recognize that their strengths are valuable and needed outside the classroom. That's why we find many teachers who also are active outside school to serve their communities.

Bringing more diversity to the teacher corps is critical to improving education: Research suggests that some minority students do better when they are in classrooms with teachers of the same race and ethnicity. Encouraging highly qualified, highly motivated minorities to enter the teaching profession, therefore, can help close the achievement gap. Keeping those teachers, through mentoring and support during the first few years, is just as important.

Before thinking about becoming a teacher, remember that teaching is not just an opportunity to earn a paycheck but also a tremendous responsibility. Educated, motivated teachers can make a tremendous difference in the lives of their students. Each school year, dozens or even hundreds of students depend on an individual teacher to help them fulfill their potential and make the most of their lives.

Many new and mid-career teachers don't make teaching a long-term profession. Nearly half of new teachers quit within five years, and half of those who teach in urban schools leave within just three years. To borrow a phrase from American Federation of Teachers President Edward J. McElroy, "The schoolhouse door has become a revolving door." And that revolving door can do tremendous harm to students who need committed teachers who will be there year in and year out.

Preparing to Become a Teacher

Becoming a teacher requires at least a bachelor's degree, usually related to the field in which you plan to teach, and in most states some form of advanced training is needed. About half of teachers hold a master's degree. Some earn the advanced degree before entering the classroom. Many work on a master's degree after they have begun their teaching careers.

Today's classrooms present teachers with more challenges and therefore demand a deeper understanding of successful classroom practices. Dedication and a desire to help children are important, but teachers also need a strong academic background and solid professional preparation.

Most large colleges and universities offer degrees in education, which are part of the certification process in each state. In an AFT report called "Building a Profession: Strengthening Teacher Preparation and Induction," we outlined our recommendations for those seeking to become certified teachers.

While our proposals generally exceed states' requirements, they demonstrate our belief that new teachers must be well prepared before they set foot in their classrooms and must receive professional guidance and support during their first few years on the job.

Here are some of our recommendations:

- Require an academic major so that teaching candidates have a firm grounding in the subject they are preparing to teach.
- Develop a core of pedagogical knowledge that all teachers should share. Today we have a body of knowledge based on new research, and the research evidence has led, for example, to a consensus that has ended the "reading wars." College-level courses that reflect this new knowledge will help young teachers make the important decisions about how best to shape their lessons.
- Strengthen the "clinical experience"– that is, the actual training on the job. Much of the practice teaching that prospective teachers get is brief (10 to 12 weeks) and it is often hit or miss. Spending an extended period in a well-run program, under the tutelage of a master teacher, would give young teachers an experience similar to the one that physicians get from an internship.

Why Some People Decide to Leave the Profession

The most obvious reason that teachers leave the profession is that teacher salaries lag far behind those of many other professions. The AFT and others have made progress securing better wages and benefits for teachers, but there is still a long way to go. Low pay, however, isn't the only factor driving teachers away. Teachers are frustrated with school budget cuts, the constant pressure to do more with less, excessive bureaucracy, deteriorating buildings, growing class sizes that keep teachers from giving students all they need, and the failure of school officials to support teachers' efforts to maintain discipline.

School-board policies, site-based management and even school climate and culture can interfere with teachers' ability to do the job well and lead teachers to become dissatisfied with their

careers. Fortunately, many teachers strive to improve working conditions for themselves and their colleagues. They attend school board meetings and play an active role in the school's parent-teacher organization. They get involved in union work, take part in professional development committees and participate in labor-management teams.

Some teachers, on the other hand, wait until their exit interview to voice concerns about conditions that have worn them down and driven them from the profession. That's too late. By failing to address conditions outside the classroom, some teachers allow conditions inside the classroom to become intolerable, and they leave.

There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher's attitudes have a positive relation with success in teaching.

In an observational theory, Bandura (1971) demonstrated that behaviours are acquired by watching another (the model, teacher, parent, mentor, friend) that performs the behaviour. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, however, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn, influenced by their culture and belief system.

Teachers' attitudes towards their students in school must be favourable enough to carry students along. When the learner exhibits the expected behaviour or response, the value attached determines the effectiveness of the learning processes in any aspect of education.

"The teaching is not only a profession but also a paradigm of the attitude of the teachers which can bring the level & system of this education either up to the highest mark of the true success or fall down to the earth"

The role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. Ejiogu, (1999) was of the view that in order to improve any aspect of education, it is

therefore imperative to involve a well articulated teacher education programme that will prepare the teacher for the leadership role they are expected to play. The Nation's overall development is inextricably tied to its educational system. If we accept these views, then there is the need to introduce quality into the system. Most educationists believed that there could be no meaningful socio-economic development without the right type and appropriate quality of education. To become an educated person requires the combination of several factors and processes. At the center of the processes is the presence of an educator. The teacher is the most indispensable factor in the effective administration of any education system. In his opinion Ofofuena (1999) said that no matter what amount of resources we might put into the Nation's education system, but if without properly prepared and motivated teachers, we can never expect the desired output from the system.

The importance of teacher in the meaningful education at all levels is reflected in the National Policy on Education (2004) as it declares that no educational system may rise above the quality of its teachers. This declaration in the policy document underscores the need for teacher effectiveness in our schools. Eso (1998) conceptualizes teachers' effectiveness as the managerial skills essential for enhanced classroom control and discipline.

To Abimbade, (1999) teachers are said to be effective when their teaching can lead to students' learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students.

Many researchers found that the level of this profession has been decreasing continuously day by day because of this, the importance and main motive of the education has been collapsed. As the most of the teachers considers this job either the source of earning money as much as they can in spite of the satisfaction in their teaching or have a little knowledge of the content, style of teaching etc.. However this is the only profession where a person can satisfy his / her soul deeply but for getting this complacency he / she requires to be very honest & devoted towards this profession and should work by supposing as his / her duty toward his/ her Nation as well as to enhance the standard of the present system of the education. What you achieve in your life, it is incomplete without

working on it further as working honestly in this profession shines your personality. A great Philosopher *HENRY ADAMS said* ***" A teacher affects eternity; he can never tell where his influence stops."*** An effective teacher must have high expectations. Teacher should strive to raise the bar his / her students. A well known Proverb "***If you expect less effort you will receive less effort."*** So teacher should work on an attitude that says that teacher knows students can achieve to your level of expectations, thereby giving them a sense of confidence too. This is not to say that teacher should create unrealistic expectations. However, your expectations will be one of the key factors in helping students learn and achieve. As well as the sense of humor can help to become a successful teacher. Your sense of humor can relieve tense classroom situations before they become disruptions. A sense of humor will also make class more enjoyable for your students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humor will allow you to see the joy in life and make you a happier person as you progress through this sometimes stressful career.

It is truly said ***The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth."***

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