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Personality of the Teacher as an Important Element in the Educational Process of the Child

Abstract: The teacher is an employee of the educational establishment, having qualified for the teaching and education of their students. In addition, in accordance with the Teacher Card, he is obliged to conscientiously carry out the tasks of teaching and educational and charitable. Teacher will call the person responsible for the conduct and coordination of work in the classroom. His job is to get to know the students and their social conditions, cooperation with parents, ensuring socio-moral attitudes, health and the organization of care and support in individual cases. The teacher educator could feel the satisfaction of relevant professional work, enjoy his progress in many areas of development, as well as the appropriate contact with parents and legal guardians must meet specific conditions relating to his personality. Emotional involvement of the teacher, his serenity, creativity and openness to children and young people, as well as their parents, triggers analogous reactions, that is, a positive attitude and the need for cognitive activity.

Key words: teacher, personality traits, child, education,

Introduction

Education is one of the fundamental factors of development of any society. Many conditions constitute a good education, but one of them is particularly important – excellent education can be only the work of an excellent educator. He already knew about the great teacher of the Polish nation, Andrzej Frycz

Modrzewski, when work “Improving the Polish Republic” put “state school” on a par with the highest states, assuming that only a great teacher can teach students in school these virtues, which are based on the law in the Republic of prevailing. Was aware of the commission of Education, creating a separate “state university” and giving it serious rights and obligations [Okoń 1962]. Nowadays, the problem of the teacher as the development of education is becoming more and more typical.

Personality and its impact on the learning process

In many professions, the most important is to have education, experience, and above all competent performance of entrusted tasks. To perform well most of the competition must have sufficient erudition, skills and equipment. Significantly different in this aspect is the work of teacher educators. Graduation, possession of a workshop are essential, but success – their own and the students, mainly depends on the personality traits. T. Kotarbinski is the author of the sentence: a tutor is experiencing a well-deserved moments of joy when faces co-shaping, and becomes wiser and better through these formative efforts. The modern teacher educator could feel the joy of a well-deserved career from the fact that students in his team are making progress in every sphere of development, and he must meet certain conditions relating to his personality. Considering taking the personality of the teacher and its impact on the effectiveness of teaching, we need to define two key concepts: personality and efficiency. Dictionary of pedagogy and psychology defines personality as a fixed set of features characterizing the unit, its behavior is that the conduct, perception and transform reality, character, temperament, intellect, emotional and volitional characteristics. Personality is something that stands out from the crowd unit, makes it unique, different, original [Janus 2011]. B. Suchodolski believed that personality is achieved in life, which is open to the others, which develops through the community. When individuality is gone, you need to refine personality [Suchodolski 1997, p. 517]. This may mean that each teacher has a definite personality, but not every teacher is a personality.

Efficiency in general is defined as the efficiency, effectiveness, the positive effect of the measures taken. In contrast, the efficiency of the learning process is understood as a range, the level and stability of the knowledge acquired by students with understanding in the shortest possible time, the development of independent thought and action, effectiveness, efficiency and economy. The effectiveness of training is a synthetic indicator of the educational process [Denek 2003, p. 23].

The value and effectiveness of the learning process, in the opinion of E. Perrott, have impact factors attributable to the teacher, and the most important is understanding, organizing, acceptance of emotions and feelings expressed by

the students, the ability to reward students and add them courage to present curriculum content in a clear and understandable, and implementation of their numerous methods and techniques of teaching as well as creating opportunities for pupils to learn independently of this material [Perrot 1962].

Effective teaching is done through effective teacher who knows the individual needs of students, adapt the teaching methods and so creates an environment for learning, would be helpful in achieving the intended objectives lessons [Kubiczek 2009]. H. Hamer believes that effective teaching is to increase or maintain a high level of motivation to learn, both under the direction of teacher and self-competence and an increase in students [Hamer 2010]. We can tell that many conditions have an impact on effective training and education, but only one of them deserves the award – high quality and efficiency of the educational process can only be the work of an excellent teacher educators.

Speaking of teacher personality and its impact on the efficiency of the learning process, I try to answer the question: What personality a good educator needs in a modern school to be able to talk about the high efficiency of its educational activities? Does it have to be a teacher with the mentality postulated by J. WŁ. David, who believed that the essence of the teaching vocation is the love of human souls? Or maybe the teacher with specific innate abilities or acquired abilities that S. Szuman and Z. Myslakowski call pedagogical talent. Does it have to be a teacher of personality development, which, according to M. Wilski, is not only effective, but also happy, constantly enrich their knowledge, improves self-evaluation system tends to become smarter, better and more sensitive to beauty and to do such other people? [Wilski 2011, pp. 342-343]. There is no way to mention the whole list of attributes, which should be characterized by perfect teacher, so let's focus on four determinants: personality characteristics in the social, emotional, ethical, and cognitive aspects. The teacher educator constantly associate with others, both with students, parents and teachers, and therefore should meet certain conditions to enable efficient contact with their environment [Kwaśnica 1993]. The teacher educator certainly can not be a silent person, it does not mean, however, that should be extremely talkative. As in most situations the Golden Mean is pedagogically reliable. He is to be talkative, because the kids really need a dialogue with the teacher, and his advice and opinions are often the most important for the students. Taciturn teacher will not gain trust of the students, because due to the lack of response from his side children do not present themselves to him with their joys and sorrows.

Relationships between teacher – the environment of the child

We will not find a common ground and cooperation with parents who are extremely receptive to information on the progress or problems of their children.

It is also important what is said and here emerges another of desirable personality traits, namely, honesty and openness. Both children and parents need contact with the supervisor to believe in his good intentions, willingness to help, taking into account the specific circumstances and reliability in providing information [Salata 2004]. Another pair of traits highlighted by W.T. Norman, boldness and caution, should not be excluded but complementary. There are situations in which the teacher must use intuition and tact pedagogy, and thus depending on the circumstances must act decisively or get the subtlety. Among the personality traits educators should find delicacy, good manners, and being nice. The modern teacher should orient themselves in virtually all areas of social life, be open to any new, yet reasonably make choices. As a model for his pupils should beware of jealousy and learn making cooperation with various people in order to achieve success [Lewowicki 2007].

The teacher educator in the ethical context

In the sphere of personality on emotions teacher educator should demonstrate emotional intelligence. According to D. Goldman, it is characterized by her self-awareness, self-regulation, motivation, empathy, social skills. Emotional involvement of the teacher, his openness to children triggers in them similar reactions and thus a positive attitude and the need for cognitive activity. In addition, the educator should be cheerful and have a sense of humor. Cheerful teacher who does not get angry for trivial reason, is welcome and respected, and no sense of humor bothers to find a common language with the students, and also raises distrust [Boćwińska-Kiluk 2006]. Characterizing the teacher's personality traits in the sphere of ethics, we mean his moral stance, and its main determinants are rectitude, responsibility, truth, justice, honesty and modesty and kindness. Right teacher refers to moral goods, and directs them in pedagogical work and shows pupils different values, and his attitude towards oneself and others is consistent with the prevailing social norms [Krzemianowski 2013]. The teacher should be aware that corresponds to the front of all to those who put their trust in the competence and qualifications in the field of education, starting with parents and ending with the whole society. Anyone who decides to work in connection with education, especially children, should have desirable abilities and character traits which encourage him to achieve professional satisfaction not only to students, but also relative to each other [Day 2005].

Personality of the teacher educator in the field of cognition should be characterized primarily by natural curiosity about the world and other people. The educator must be versed in many issues, ranging from the family situation, interests, problems and joys of their pupils, and ending on politics and the economy. It is necessary to follow the novelties of literature, domestic and foreign

literature in the field of pedagogy and the use of multimedia technology in their work. If you want an authority educator who is able to enchant not only the subject, but also a way of teaching, must update their knowledge and continually seek new and better solutions in teaching. He should have a continuous feeling of insufficiency of knowledge that persuade him to take more and more new courses, training courses, the completion of which would raise the qualifications and skills [Majewska-Opielka 2011].

A dominant feature of the activities of the teacher is relations with the student, unit variable, responding to the impact of educational and often opposing them, if you do not meet the needs of and interests. On the other hand, students also affect the teachers, functioning according to their own logic, in their world often incomprehensible for teachers [Prokopiuk 2007]. So, what model of personality to endure the challenges of contemporary school? In today's school, the effectiveness of the learning process is measured by exam results and achievements in various competitions, it probably rejects a proposal by J. WŁ. David that's the essence of the soul of the teachers what found the love of souls and put it over teacher's subject knowledge. In modern schools, constantly fighting for the student, in the opinion of many people, you need a specialist teacher who ensures that pupils would get the highest score in external examinations [Speck 2005]. The problem of spiritual contact with the student recedes into the background, because the love of souls will not guarantee the desired success. It must be remembered, however, that the essence of the soul of the teachers is so strongly accented by J. On. David's need for excellence, a sense of responsibility and duty, inner truth, moral courage and said love the souls of men [David 1962, p. 47]. All these have a significant impact on the effectiveness of teacher education.

An interesting proposal of the concept of personality development teacher, referred to as the "range" of competence, presents M. Wilski, who distinguishes three types of teacher personality: personality reactive, adrift and development. Analyzing the various personality types characterized by M. Wilski, we can see in them the whole cross-section of the state teachers' functioning in the modern school where certainly in every group of pedagogical find:

- Teachers of reactive personality, who they came to the profession by accident, resulting from the lack of an idea of life or school treated as temporary storage. Classroom Practice shows that a significant portion of them falls rapidly outside the education system, and those who remain are doing as much as you need, and their job ends when you close the door behind the teachers' room. Often these are people characterized by a lack of knowledge and professional training, without the involvement in school activities.
- Teachers of adrift personality, who at some point in their educational work have got lost, lost aim, and therefore can not re-formulate the direction of your

teaching activities. Their work is characterized by correctness of performed tasks, which means they can achieve some success, but the enthusiasm for creativity disappeared. Those teachers have lost their ability to understand the meaning of their actions, and the students themselves. In their work there is stagnation, which can lead to professional burnout [Michalak 2007].

- Teachers of a developmental personality, who have a desire to make changes in the educational space, and thus absorb others, create passion in their students. They are able to consciously direct their professional development and their dynamic development is manifested by an increased number and high, the quality of performed tasks, expanding interest in teaching and educational. Effectiveness of their pedagogical actions are accompanied with desirable teacher characteristics such as ambition, a sense of professional usefulness, efficiency mental and psychological insight [Świst 2009].

Personality traits educators in assessing students

To talk about the effectiveness of teaching activities in the area of didactics and education, it should be remembered that the characteristic of a good, productive teacher is the ability to view the student as a whole, rather than focusing on parts of its operation. J. Homplewicz claimed that you can not be a teacher educator and also a bad man, unwilling others closed in themselves and in their own experiences, because it comes to sharing with others all their knowledge, experiences and life experiences [Homplewicz 1996, p. 15]. In the educational process also temperament educator plays a significant role – who is the fastest notable feature of the school community. Taking this into account, it is clear that this should be a teacher sanguine – open to the people around him, easily establish the necessary contacts, which is seen as an open, cheerful, sociable, sensitive and honest. He has significant energy, which actively operates in the creative pedagogical activity. Adaptability enables him to cope in unusual and stressful situations [Szuman 1962].

Interpersonal relationships between the teacher and the students form a kind of aura around the process of teaching – learning, conducive to achieving the desired outcomes of education for both the student and the teacher, but they can also be an obstacle in developing students' knowledge and skills [Rice 2006]. The relationship between teacher and pupil should be based on the mutual understanding, respect and trust, and then obtain a high level of educational activities will not be difficult [Słoma, Szymańska 2013]. The quality of interpersonal relationships depends largely on the important personality traits of a teacher, which is the communication is understood as expressing thoughts and opinions in a clear and understandable way. The essence of the effectiveness of a teacher is his way of communicating with students so communication is

having different functions and being the chief measure to build appropriate relationships in the school environment [Czerwiński 2006]. K. Bocheńska writes, the ancient philosophers and educators perceived that rejecting possibility of talks will deprive a man of elements such as mutual respect, mutual acceptance and the joy of contact [Bocheńska 2007, p. 17]. The process of communicating the learning is energy flow of information from teacher to students and from students to teachers, which results in the proper contact between these entities. In the process of communicating it is important who speaks to whom, what and under what circumstances. If this process is not efficient, because the communication entities do not understand, it will modify the communication method of teaching [Strykowski 2003].

Personality of the teacher occupies a significant place in the pedeutological mind, was and is the subject of numerous theoretical reflection and research in different countries, universities and research institutions, and is particularly important in times of change in educational strategy. The point, as if to quickly and effectively prepare the young generation for the operation of the new reality, and the effectiveness of this process is conditioned to a large extent, the personality of the teacher. Teacher's personality can be studied on the basis of various theoretical concepts, as it is, the concept of interdisciplinary. Occurs not only on the basis of pedagogy, but also psychology, sociology and philosophy [Kwiatkowska 2008].

Research on the personality of the teacher conducted Żegnalek [Żegnalek 2013]. The aim of the study was to determine the most important features of an ideal teacher in the opinion of the students. The tests were conducted using the method of diagnostic survey, under which the polls technique was used. The study was conducted in Mazowieckie province of 596 students of different types of schools (junior high and high school) and different environments (rural, medium-sized cities and metropolitan). Wishing to find out what personal characteristics of teachers are particularly desirable in the opinion of the students for the effective implementation of professional functions, shows 13 features that were arranged in order with the most important. It was found that the rural middle school students most valued traits such as punctuality, patience and justice. Middle school students in Warsaw among the most important features responses exchanged of patient, cultural, trustworthy. In both groups, repeated patience. Enough is also highly rated by all respondents justice. The students pay attention to some other features. For them, the most important is that the teacher was cultural, tolerant and trustworthy.

Teacher's function, in addition to didactic, is the educational function. School forms appropriate attitudes and beliefs, the nature of the student, as well as its relationship to different values relevant to family and social life. The purpose of

these studies was to select personality traits that should play an essential role in the education of youth. On the basis of the average selection can be concluded that high school students in rural schools appreciate mostly teachers who respect the law student and do not awake fear in them. That opinion was of Warsaw high school students. Quite significant differences in this respect occurred in high school students who mostly valued openness to the problems of youth and authority and understanding.

A man's personality does not play such an important role in any profession than in the teaching profession. This profession is important in the case of personality development of pupils. Therefore, the result of work in the profession depends largely on the teacher's personal values. As an example may serve the following statement here – by H. Kwiatkowska – that the teacher determines the person, the quality of the school and is in the highest degree a causative factor in the development of the student. Action educator to student developmental change is the more effective, the more the teacher himself is subject to development processes, the more he is aware of himself [Kwiatkowska 1997, p. 34].

It is impossible to make comprehensive list of personal characteristics which should a gifted teacher educator have. John Paul II, outlining the tasks facing teachers, methods of their realization and thus the right mentality in teacher educators, said, “Leave the work of education to everyone involved in it, people will feel bound by the most beautiful task – patient and full of quiet wisdom of showing the maturing people how to be really a man”.

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