

Teacher Enthusiasm may Boost Teaching Effectiveness

Madhuri Hooda¹ and Annu²

1 (Assistant Professor, Dept. of Education, M.D.U, Rohtak, India)

2 (Research Scholar, Dept. of Education, M.D.U, Rohtak, India)

Abstract:

Enthusiasm is considered an important characteristic of effective teachers. However, the conceptualization of the term in the research literature is inconsistent. Whereas most studies use the term “enthusiasm” to describe features of instruction, some have used it to describe a characteristic of teachers. They should have a number of strategies in place designed to boost teacher morale throughout the year. Unfortunately, teacher morale is on the decline across India. This is due to some factors including low pay, teacher bashing, over testing, and wild students. Researchers have identified connections between teacher enthusiasm and positive student achievement, test performance, recall, on-task behaviour, attitudes toward learning, intrinsic motivation toward the subject matter, feeling of vitality, and rating of teacher effectiveness. In order to determine why and how teacher enthusiasm facilitates learning, hypotheses about three different processes were tested, namely motivation, attention, and recall encoding. Three hundred opening psychology students were randomly assigned to one of four conduct conditions, namely Low Enthusiasm, High Enthusiasm/Strategic, High Enthusiasm/Random, and High Enthusiasm Uniform. The Low Enthusiasm condition contained few if any enthusiastic teaching behaviours. The High Enthusiasm/Strategic condition contained high levels of enthusiastic teaching behaviours, and these low-inference behaviours were coordinated with the topic structure of the lesson. The purpose of this article is to address the determinants of teacher’s enthusiasm, indicators of enthusiasm, and offer some insight into helping teachers and teacher candidates show enthusiasm.

Key words: Teacher Effectiveness, Teacher Enthusiasm

An enthusiastic teacher can make a wonderful difference in student motivation and commitment in regards to learning.

Enthusiasm:

An enthusiastic teacher can make a wonderful difference in student’s motivation and commitments in regards to learning. A teacher without enthusiasm is like a robot. A child receives only written materials from an unenthusiastic teacher. An enthusiastic teacher has been defined as a person who has knowledge, skills and special training in teaching explaining and education.

Teacher enthusiasm as ask any students what one quality they value in a teacher and there is a good chance the answer will be enthusiasm for the subject matter. **Patrick, Hisley & Kempler, (2000)**

Enthusiastic teachers become role models for their students. In this way teacher enthusiasm helps the students to adopt the teacher's attitudes in terms of enjoyment and enthusiasm which lead to higher level of learning activity and more positive feeling toward learning. **Frenzel et al, (2009)**

The internal, affective state of the teacher in terms of intrinsic motivation which promotes active involvement in teaching and leads to high quality instructional behaviour. **Kantar et al, (2011)**

Importance of Teacher Enthusiasm:

Part of being enthusiastic about students, is being hopeful about them. This kind of hope can lead to deeper, more meaningful and trusting relationships.

Curriculum development, which determines what, when, and how students should learn material, can be tedious, time-consuming work. A teacher who is enthusiastic about students learning and content will find themselves motivated to go well beyond the minimum in developing activities that benefit students' learning. An enthusiastic teacher can make a tremendous difference in student motivation and engagement in regards to learning.

Definition of teaching effectiveness as an "Act of faith"

The most natural condition for measuring good teaching is the amount of student learning that occurs. There are every time high correlations between students ratings of the "amount learned in the course and their largely ratings of the teacher and the course. those who learned more gave their teachers higher ratings (Cohen ,1981;Theall and Franklin,2001).

This same criterion was also put forth by Thomas Angelo, co-author of Classroom Assessment Techniques, when he said "**teaching in the absence of learning is just talking.**" A teacher's effectiveness is again about student learning. However, all teachers realize that what a student learns is not always within the teachers' control.

The literature on teaching is overfull with full of strong researched ways that teachers can in attending content and skills that will develop the opportunities for students to learn. It is regularly overflowing with suggestions of what not to do in the classroom. However, match up best to which skills and /or selected by an individual trainer was the best teaching method or just "a method "or simply the method with which the teacher was most relaxing.

Teachers also have incomplete control over many of the most important factors that impact students' learning, including students' attitudes, background knowledge of the course content, study and learning

skills, time students will waste on their learning, their emotional readiness to learn, and on and on. Since there is clearly a shared responsibility between the teacher and the student as to what that student learns, and because many students are able to learn in spite of the teacher, while others fails despite all of the best efforts of a skilled practitioner, the definition of “teacher effectiveness” appears to be, as Derek Bok put it, “an act of faith” on the part of students and teachers to do their best.

Need of the Study:

Teachers can affect how students perceive the course materials; it has been found that teachers who showed enthusiasm towards the course materials and students can affect a positive learning experience towards the course materials. These teachers do not teach by rote but attempt to find new invigoration for the course materials on a daily basis. Teacher enthusiasm is one of the core factors boosting effectiveness of teaching. The importance of enthusiasm is very crucial to the long-term growth of any educational system around the world. Although performance may be group on a multitude of other factors, one of the important factors affecting performance is the enthusiasm to perform well on the job. The notion of effectiveness is closely related to enthusiasm. Effectiveness can result from the performance of enthusiasm.

Effective Strategies for Boosting Teacher Morale:

Enthusiasm is contagious! Teachers who are enthusiastic and genuinely enjoy their job will typically see better academic results when compared to teachers who do not exhibit those characteristics. Every administrator should want a building full of happy teachers. It is critical that administrators recognize the value of keeping teacher morale high. They should have several strategies in place designed to boost teacher morale throughout the year. Unfortunately, teacher morale is on the quote that study which says it. This is due to several factors including low pay, teacher bashing, over testing, and unruly students. The demands of the job are continuously changing and increasing. These factors along with others have forced administrators to make a conscious effort when examining, maintaining, and boosting teacher morale.

It will take more than one approach to boost teacher morale successfully. A strategy that works well at one school may not work well for another. Here, we examine fifty different strategies that administrators can use in boosting teacher morale. It is not feasible for an administrator to try to implement every strategy on this list. Instead, pick a handful of these strategies that you believe will have a positive impact in boosting your teacher morale. Leave handwritten notes in each teacher’s mailbox telling them how much you appreciate them. Host a teacher cookout at your home. Give teachers a day off to celebrate their birthday. Allow teachers to showcase their strengths by modelling during faculty meetings. Support your teachers when parents complain about them. Put a treat in their mailbox with a short appreciation note. Allow teachers in the district to eat lunch and breakfast for free. Implement a casual Friday dress code for teachers.

Organize some volunteers to cover teacher duties a couple of times a month to provide teachers with an extra break.

Back the teachers 100% when it comes to a student discipline referral. Offer continuous feedback, support, and guidance for teacher improvement. Initiate a potluck luncheon for teachers one time per month. Email words of encouragement or wisdom on a daily basis. Spread out extra duties evenly. Don't put too much on a single teacher. Buy their dinner when they have to stay late for parent/teacher conferences. Brag about your teachers anytime the opportunity presents itself. Organize an over the top Teacher Appreciation Week full of goodies and surprises for the teachers. Provide them bonuses at Christmas. Provide meaningful professional development that is not a waste of their time. Follow through on any promises that you make. Provide them with the best resources and teaching tools that are available. Keep their technology up-to-date and working at all times. Keep class sizes as small as possible Organize a night out for teachers with activities such as dinner and a movie. Provide them with a terrific teacher's lounge/workroom with lots of extra comforts. Fill instructional material requests through any means if the teacher believes it will benefit their students. Provide teachers with matching 401K accounts. Encourage creativity and embrace teachers who think outside the box. Conduct team building exercises such as going to a ropes course. Do not dismiss any concern that a teacher may have. Follow through with checking into it and always let them know how you handled it.

Offer to mediate any conflicts a teacher may have with another teacher. Go out of your way to offer encouragement when you know a teacher is struggling either personally or professionally. Give teachers decision-making opportunities in the school by allowing them to sit on committees for hiring new teachers, writing new policy, adopting curriculum, etc. Work with the teachers, not against them. Host a celebration BBQ at the end of the school year. Have an open door policy. Encourage teachers to bring their ideas and suggestions to you. Implement the suggestions you believe will benefit the school. Solicit donations of prizes from local businesses and have BINGO night just for the teachers. Provide your Teacher of the Year a meaningful prize such as a \$500 bonus stipend .Organize a Christmas party for teachers with delicious food and a gift exchange. Keep drinks (soda, water, juice) and snacks (fruit, candy, chips) in stock in the teacher lounge or workroom. Coordinate a teacher vs. parent basketball or softball game. Treat each teacher with respect. Never talk down to them. Never question their authority in front of a parent, student, or another teacher. Take an interest in their personal lives learning about their spouse, kids, and interests outside of school. Have random teacher appreciation drawings with magnificent prizes. Let teachers be individuals. Embrace differences. Host a karaoke night for the teachers. Provide teachers the time to collaborate with each other on a weekly basis. Ask their opinion! Listen to their opinion! Value their opinion! Hire new teachers who not only fit the academic needs of your school but who have a personality that will mesh well with the current faculty. Be an example! Stay happy, positive, and enthusiastic.

Conclusion:

Teachers play a pivotal role in shaping the behaviour and educational success of students and as such they carry a huge responsibility in the classroom. Teacher Enthusiasm is helpful in making teaching effective. Enthusiastic teachers affect a positive learning experience towards the course materials. Enthusiastic Teacher do not teacher by role method but attending to adopt new invigoration for the course materials.

References:

- 1) **Cohen, P. A. (1981).** “Student Ratings of instruction and Student Achievement: A Meta- Analysis of Multisection Validity Studies.” *Review of Educational Research*, 51, 281-309.
- 2) **Frenzel A. C., Goetz T., Ludtke O., Pekrun R., Sutton R. E. (2009).** Emotional transmission in the classroom: exploring the relationship between teacher and student enjoyment. *J. Educational Psychology* 101, 705-716.
- 3) **Patrick B. C., Hisley J., Kempler T. (2000).** What’s everybody so excited about? The effects of teacher enthusiasm on student intrinsic motivation and vitality. *J. Experimental Education* 68, 217-236.
- 4) **The all, M. and Jennifer Franklin. (2001)** “looking for bias in all the Wrong Places- a Search for Truth or a Witch Hunt in student Ratings of Instruction?” In *The Student Ratings Debate: Are they valid? How can We Best Use Them?* The all, P. Abami, L. and Lisa Mets (Eds.) *New Directions in Educational Research* ,no. 109. Jossey- Bass : San Francisco.

Websites:

- 5) <https://learnercenteredteaching.wordpress.com/articles-and-books/evaluating-teacher-effectiveness-%E2%80%94research-summary/>
- 6) <https://study.com/academy/lesson/the-importance-of-teacher-enthusiasm.html>
- 7) <https://www.thoughtco.com/effective-strategies-for-boosting-teacher-morale-3194557>