

# The Characteristics of an Ideal Technical Teacher in This Modern Era

Engr. Muhammad Mujtaba Asad, Dr. Razali Bin Hassan

Faculty of Technical and Vocational Education  
University Tun Hussein Onn Malaysia  
86400 Batu Pahat, Johor, Malaysia

---

**Abstract:** The characteristic of an ideal teacher in this modern and advanced era plays a very important role in making the personality of students and also in improving their academic and non-academic skills. A good teacher these days has a lot of pressure and responsibilities. And only those teachers can fulfil their responsibilities that are dedicated, creative, possess natural zeal, and training. In the profession of teaching, competent teachers should have some excellent teaching qualities in order to perform his or her role well.

An interview has been conducted with two teachers, who belonged to different educational institutes, and the interviewer put before some questions in front of them during the said interview session to explain the role of a teacher regarding class room organization and management, according to the characteristics of an ideal and perfect teacher in the modern era. After reviewing the answers to my questionnaire, as explained by the interviewees, it may be concluded that, a teacher faces numerous challenges in this modern era of teaching. One of these key issues is the organization and planning of class room management and curriculum. It has been depicted in the response of the interviewees that the class room organizations play a very important role in building the characteristics of students and their personalities, both inside and outside the classrooms. Class room management and organization skills calls for a teacher, who is more than concerned to his profession and the good process of teaching and learning. The helpful attitude of the teachers towards their students help the students to acquire self-confidence and acknowledgment at the same time, consequently motivating them to contribute and learn to and from the learning environment, respectively.

In conclusion, the interviewees have been very kind and gracious enough to read and understand the questionnaire provided to them by the interviewer and respond to the presented questions from their good experience and knowledge. All the data for this research is concluded with the help of qualitative research software NVIVO The interviewer came to learn and experience many things during the activity from the teaching experience of these technical teachers.

**Keyword:** Classroom Management, organization, Characteristics, Ideal Teacher, Effective, Quality, Gracious.

---

## I. Introduction

Teaching, since ages, has been highly praised as a gracious profession. A profession where there is dignity, respect. And this is achievable only if the teacher is dedicated, knowledgeable and passionate and at the same time. An excellent teacher discovers the hidden abilities in a child and polishes it until, the talent shows out in the crowd. This occupation demands, qualities like tolerance, compassion and innovativeness are necessary too, so here in my report some answers for what are the qualities of a good teacher. A good teacher is one who can connect with his or her students. A teacher who simply enters a classroom, stands there for an hour, reads aloud or dictates from a book, and leaves the classroom quickly when the school bell rings, is not really a very good teacher. A educator or teacher should be able to strike the right chord with his or her students. He or she must be capable to sense the pulse of the classroom and regulate or modify his or her instructional technique or method consequently. Maintaining a high level interest among the students regarding the subject being taught is very important. A educator plays a essential task in child mind and character development

A profession as a educator is not simple by stretch of the imagination. Becoming a teacher does need the fulfilment of certain academic qualifications, but becoming a good teacher requires incredible much more than that. Classroom organization and management efficiently is the most essential and preliminary characteristic of teacher and I have also focus on this characteristic in my article during the interview of teachers, I found that this is the very important characteristics of a excellent teacher that how he or she mange and organize the class and develop the personalities of students, and that characteristic is a significant part of an efficient teaching-learning practice. Because of an effective

classroom organization and management, students do well in a positive class climate and environment. During interview session teacher A give me different idea for managing and organizing classroom, and teacher B have different prospective on the classroom management and in this way I understand that we have a lot of verity for classroom management and we can make our own strategies for effective classroom management. (Classroom Management Strategies in Public and Private Sector at School Level in PakistanMumtaz Ahmad.2008)

The excellent teacher is an extremely good classroom manager. Knowledgeable teaching and learning cannot take place in a badly organized classroom. Same like Classroom organization there have also other qualities which are mentioned in this research article that the excellent teacher also have very good command on his or her area and teacher also know how to handle a problem students during class. Teacher is the only one who can provide an environment in which teaching and learning can flourish with the help of his or her good teaching qualities. Many research studies have resulted that a conducive classroom setting enhance student's educational achievements.

## **II. Research Questions**

1. What are qualities of an idea teacher that can be used by teacher in classroom to improve student performance?
2. What are classroom organization strategies which ideal teacher can employed in classroom?
3. How an Ideal teacher organizes and manage classroom in this modern era?

## **III. Literature Review**

### **A. *Ideal Teacher Approaches to Effective classroom Organization***

Approaches to classroom management may be classified by the degree of teacher intervention and control that each approach requires. The following represents continuum strategies.

**1. Intimidation approach:** Intimidation attempts to control students' behaviour through strategies that create fear. These strategies include threats, sarcasm, ridicule, disapproval, psychological coercion, and physical force (Lang & Hebert, 1995). This approach also views classroom management as the process of controlling student behaviour. The role of the teacher is to compel the student to behave as the teacher wishes out of a fear to do otherwise.

**2. Authoritarianism:** Authoritarianism sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary. Authoritarian teachers seek to control student's behaviour by issuing commands, orders, and directives supplemented by careful monitoring. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

**3. Behaviour modification approach:** Behaviour modification approach views classroom management as the process of modifying student behaviour. The role of the teacher is to foster desirable student behaviour and to eliminate undesirable behaviour. Likewise, a behavioural approach to classroom management focuses on establishing clear expectation for appropriate behaviour, monitoring behaviour, and redirecting inappropriate behaviour. It is especially important to create the desirable classroom climate.

**4. Instructional approach:** The instructional approach to classroom management-is based on the premise that carefully planned and executed instruction will prevent most student behaviour problems and will solve those it does not prevent. This approach advocates the use of instructional teacher behaviours to prevent or to stop inappropriate student behaviours.

**5. The group process approach:** The group process approach -conceives the classroom to be a social system in which group processes are of major importance. Therefore, the nature and behaviour of the classroom group are viewed as having a significant effect on learning, even though learning is seen as an individual process. The role of the teacher is to establish and maintain a productive classroom group.

**B. *Classroom Management Strategies***

Classroom management refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom. Management is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use management not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction ([www.ascd.org](http://www.ascd.org)). Furthermore, the term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behaviour and learning activities. There are many classroom management strategies to effective classroom management. Some of these strategies are used both in Public and Private schools.

**C. *Classroom Management and Organization***

Effective teachers manage and organize the classroom, in the beginning of the year, according to the students' needs and preferences to create an optimistic and warm learning environment for all the students, and enhance learning. Emmer et al. (2003) stated that "effective teachers take time in the beginning of the year and especially on the first day to school to establish classroom management, classroom organization and expectations for students behaviour"

According to Sokal et al. (2003) classroom management seems to be a high priority for novice and experienced teachers. However, management is not parallel to strict rules; in fact, management is to anticipate students' needs, and then prepare a suitable year plan, procedures, activities, assessment, evaluation criteria, and above all, clear instructions to the students to promote students' motivation, enthusiasm and learning. Effective teachers use low classroom rules, and more routines to maintain a relaxed and warm environment to enhance learning. Marzano et al. (2003) stated that "minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning". McLeod et al. (2003) distinguished from rules, and stated that it is more effective and efficient to use routines in the classroom. Strong et al. (2003) also suggested that effective teachers use more routines for daily tasks than rules. Wong and Wong (2011) distinguished between routine as what the students do automatically, and procedure as what the teachers want to be done. (Analysis using Nvivo conducted by Muzamil Jabar 2012)

While classroom management focuses on instructions which influence the students in terms of psychological behaviour to learn, classroom organization influences the students' motivation to learn created from the physical learning environment. Effective teachers organize the classroom to promote learning and interaction, and have to create an optimal learning environment where students feel comfortable and relax in terms of decoration, accessibility and mobility. According to Stronge et al. (2004) part of the classroom organization is the furniture arrangement, the accessibility of material, and the decoration. Kohn (1998) stated that the furniture arrangement facilitates interaction.

**D. *Choice Theory***

Glasser's choice theory (formerly known as control theory) posits that students must learn to control their own behaviour. The teacher's role is to guide the student in reflecting on his behaviours and exploring the reasons behind it. Choice Theory encourages discussion, reflection and even making amends in the place of simple rewards and punishments. It is designed to help students understand the motivations behind their behaviours so they can learn to make better choices on their own.

William Glasser's Choice Theory is the theory that we all choose how to behave at any time, and cannot control anyone's behaviour but our own. Glasser also believed in the importance of classroom meetings that are held for communication and solving problems. In the classroom it will be important for teachers to "help students envision a quality existence in school and plan the choices that lead to it. For example, Johnny Waits is an 18-year-old high school senior and plans on attending college to become a computer programmer. Glasser suggests that Johnny should be learning as much as he can about computers instead of reading Plato. This concept is called quality curriculum; which consists of topics students find useful and enjoyable. Under Glasser's strategy, the teacher would hold discussions with students when introducing new topics and ask them to identify what they would like to explore in depth. As part of the process, students need to explain why the material is valuable in life.

#### **IV. Methodology and Procedures**

In this section, we try to describe the process of collection of data to answer the research questions. First parts of this methodology section consist on the research design and then the data sampling. After I have describe the method which I

Vol. 1, Issue 1, pp: (1-6), Month: October-December 2013, Available at: [www.researchpublish.com](http://www.researchpublish.com)  
have conducted is interview of some teachers from different educational institutes in Malaysia and try to evaluate from their answers about the good and ideal characteristics of teacher in this advance and modern era with the help of qualitative research software NVIVO.

***Instrumentation***

Interview was the main tool employed for data collection. The interview method chosen for this research was conducted to the previous done in similar area to achieve the aim.

The open ended question asked to the interviewee, All the main question were design in according to my topic and also used some probes were only used whenever and wherever possible depend on the way the respondent answer the question.

After a brief literature review and going through many teachers interview design questions. Some questions are related with the teacher experiences, Technology involvement in the class, teaching strategies and teaching challenges and classroom organization and management.

In interview session of both teachers A and B and C were verbal, and I have used a voice recorder for the interview session and then convert the recording in to text after interview. In the interview session of both teachers I have also try to note the body language of the interviewee during the interview session and for this evaluation I used one note pad for note down interviewee physical reactions after asking some certain question in session.

***Population and Sample***

The population involved in my this small research Included Dr.Kamran Afzal and he is 31 years old. Basically, He is an engineer. He graduated with, bachelors of electronics engineering from Hamdard University, Karachi, Pakistan. Afterwards, He came to university Technology Malaysia, Johor, Malaysia to earn his masters degree in electrical engineering followed by the PhD degree in electrical engineering and teaching in University Technology Malaysia.

And another teacher and his name was Mukaram Al Mukhtar, and he is 30 years old. He did his Matriculation from American School of Sana'a, Yemen in 1999 and then he have completed his high school certificate in 2001.He did his Bachelors in education from University Malaya and also done his master's in education from UM and still he is doing his PhD from University Malaya. Third Teacher was Mr.Ali Ahmed and he is 27 years old. Basically, He is an electrical engineer. He graduated with, bachelors of electrical engineering from UTHM, Malaysia and doing PhD in UUM.

**V. Analysis and Results**

The data was gathered through interview, I analyzed the verbal data that was the narrative observation. In the interview session all teacher give very detail answer of my all questions, and that was very good experience for me during this interview session. And I have learned many things from them for this teaching profession and how a excellent teacher conduct the class and how teacher enhance the skills of students in class but in my this report I have try to focus on the classroom organization and management characteristics of good teacher, and they give very good and detail answers for classroom organization and other questions.

I analyze from the all data which I have collected from my interview and after brief literature review that classroom management and organization is very important characteristics of teacher to improve his or her class enviourment and for the development of the personalities of students. Firstly gather data from internet and journals for designing the question of interview and then, I take appointment from them and then I visit them as per fixed time at decided locations.

| Project Summary                                   |  |                     |            |                      |             |
|---|--|---------------------|------------|----------------------|-------------|
| Qualities of Excellent Teacher in This Modern Era |  |                     |            |                      |             |
| 4/8/2013 11:07 PM                                 |  |                     |            |                      |             |
| Hierarchical Name                                 | Item Type  | Created By Username | Created On | Modified By Username | Modified On |
| C:\Documents and Settings\Muhammad\My Documents   |  |                     |            |                      |             |
| Created By:                                       | Interviews of three teachers from diffrent type of classroom and trying to know the qualities of an excellent teacher in this modren era |                     |            |                      |             |
| Created On:                                       |  |                     |            |                      |             |
| Last Modified By:                                 |  |                     |            |                      |             |

**Teacher A**

Teacher A was Dr.Kamran Afzal and he is 31 years old. Basically, He is an electrical engineer. He graduated with, bachelors of electronics engineering from Hamdard University, Karachi, Pakistan. Afterwards, He came to university Technology Malaysia, Johor, Malaysia to earn his masters degree in electrical engineering followed by the PhD degree in electrical engineering and teaching in University Technology Malaysia.

Dr.Kamran was very kind man, and when I requested him for interview he give me very good response. He granted me appointment on 2<sup>nd</sup> December 2012 at his home inside UTM Johor Baru. On the decided time 12:00 Pm, I reached on his location and he give me very warm welcomed kamran house was very neat and clean because he like cleanness a lot, We start interview session after a short introduction and I have also discuss with him about the new trend of research in the field of teaching and learning and he guide me a lot. I start my questions according to the sequence and before starting interview session I have told him to give me some brief answers and he become very happy because he was very interested to share his experience with me in interview and give me very brief idea of ideal teacher in this advance era. I have use my voice recorder for interview and one not pad for note down some important things related to this session and I have as him seven question excluding the probe and he give me detail answers. That interview session was a great experience for me and the main factor involve in our relaxed communication was our own language Urdu because we talk very easily and in very friendly environment and Dr.Kamran have very good communication skills and his English was very good as well after interview of 35 Mints he asked me to take lunch with him and then I accept his offer and take very tasty lunch in his home with him. That was a nice interview experience in my life.Dr kamran interview questions and answers in Appendix.

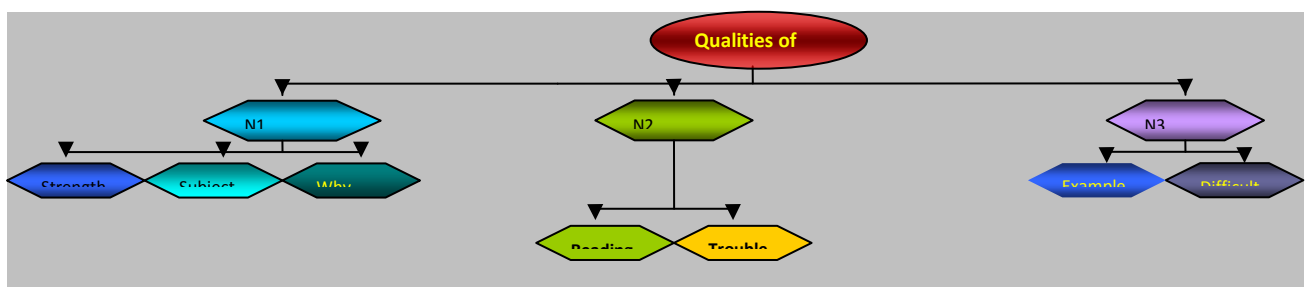
**Teacher B**

Teacher B was Mukaram Al Mukhtar, and he is 30 years old. He did his Matriculation from American School of Sana'a, Yemen in 1999 and then he have completed his high school certificate in 2001.He did his Bachelors in education from University Malaya and also done his master's in education from UM and still he is doing his PhD from University Malaya.

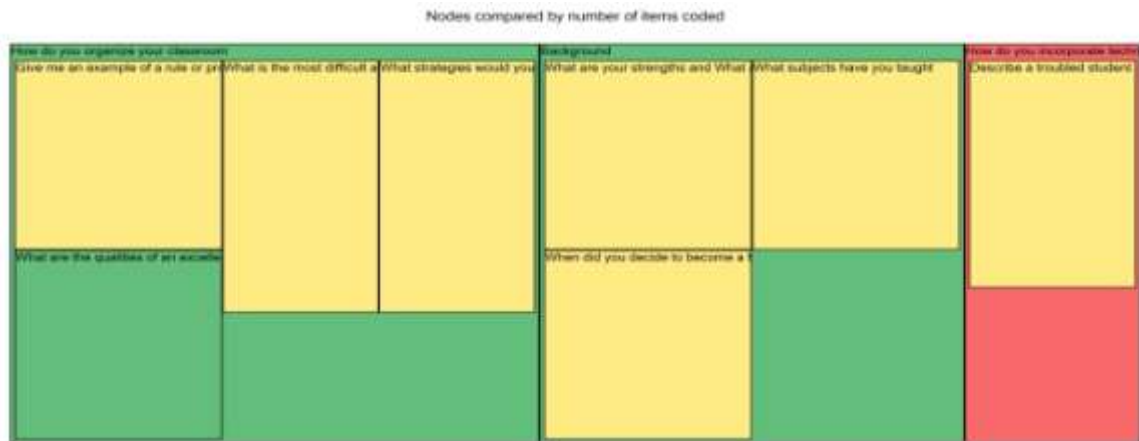
Mukaram Al Mukhtar was nice person, and he gave me appointment on 5th December 2012 at his office in Kulalampure UM .On the decided time 3 Pm, I reached on his office and he also give me very warm welcome .Mr.Mukarram office was situated in education faculty on 2<sup>nd</sup> floor. He was very cooperative person but his English is not too good but he have very good command on Bhasa Malay and Arabic, We start interview after a cup of tea, after a short introduction and I have also discuss with him about his country development. I start my questions according to the arrangement and before starting interview session I have told him to give me some brief answers and he become very happy because he was very interested to share his experience with me in interview and give me very brief idea of ideal technical teacher in this advance era. I have use my voice recorder for interview and one note pad for note down some important things related to this session and I have as him seven question excluding the probe and he give me detail answers. That interview session was a great experience for me after interview of 35 Mints he shows me his department of education in UM.Mr.Mukaram interview questions and answers in Appendix.

**Teacher C**

Teacher C was Ali Ahmed and he is 27 years old. Basically, He is an electrical engineer. He graduated with, bachelors of electrical engineering from UTHM, Malaysia and doing PhD in UUM. Mr Ali have very wide experience of teaching in different educational departments and now he is also teaching in UUM calculus and Mathematics.



NVIVO MODEL OF SUMMRY REPORT



### NODE COMPARISSION NVIVO CODING

## VI. Conclusion

To conclude, to be an efficient and effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers, as well as having effective personal and professional skills especially for organizing class and developing students personalities and serve as example of lifelong learners, and are investors of their own education.

## REFERENCES

- [1].Application of Classroom Management Strategies in Public and Private Sector at School Level in PakistanMumtaz Ahmad.
- [2].Evertson, C.M. , Emmer, E.T. &Worsham, M.E. (2000), Classroom Management for Elementary Teachers, Allyn& Bacon A Pearson Education Company.
- [3].Kellie H., (2010). Top Five Classroom Management Strategies – They Really Work, Bright Hub Inc.
- [4].Lang, R.H. & Hebert, j. (1995). Teaching Strategies and Methods for Students Centered Instruction, America: Whinney, H.M.
- [5].Margie M. & Renton, W., (2007).Teaching Elementary Computer Skills, Rainier Christian Schools - Highlands Elementary Campus, NETOP.
- [6].Nayak, A.k.&Rao. V.K.(1994), Classroom teaching Methods and Practices, New Delhi: S.BNangia&APHcorporation.
- [7].Shahid, M.S, (2002), Curriculum Development and Instruction, Islamabad: Majeed Book Depot.
- [8].Shukla, C. (2003), Principles of teaching in Secondary schools ,New Delhi: Summit enterprises.
- [9].Zuckerman, J., (2007). Classroom Management in Secondary Schools: A Study of Student Teachers' Successful Strategies, HighBeam