

# **Influence of the Teacher's Personal Beliefs and Values in Teaching**

Ivan Szabo

Department of Education

National University of Physical Education and Sport

Email: [sivan39@gmail.com](mailto:sivan39@gmail.com) (Author of Correspondence)

Romania

## **Abstract**

Regular and adequate reading of teachers will increase knowledge related to the topic. With the spirit of the War of Liberation, there will be a need to develop the person's consciousness to protect freedom, sovereignty and integrity. In order to help educate the education and help the production, the contents of the curriculum should be presented in class by the technical and participatory technique. Students will have to practice to work in an active participative way. To make students aware about the surrounding environment, people need to use their real-life experience to provide realistic ideas about nature social technology. Students must be encouraged to use the media to get an idea of history, terrain, culture, constitution of country and nation.

**Keywords:** Teacher; Teaching; Freedom; Influence; Values; Belief

## 1. Introduction

A teacher will be a mom or dad if the need is there. A teacher educates every student to achieve his or her best and if someone or something impedes that process of learning, a teacher will make it go away. A teacher thanks the parents for their support, even when they do not get it. He has many influences on a students. His personal beliefs becomes basic of a student's learning even. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competence or virtue.

## 2. Teacher

Teacher is person who gives you not only the knowledge but also inspiration to live. He is the meaning of my success in life.my teacher encouraged me in my difficulties to overcome them. Teacher only knows to understand their students. Because we spent lot of the time in school in schooling. Teacher knows about the student's ability .A real teacher never underestimate his students. He strongly believes that every child has its own potential to prove. Teacher's words are worthless. He stands like a guiding lamp in darkness. Ultimately education is the base to our wisdom. A teacher will be a mom or dad if the need is there. A teacher educates every student to achieve his or her best and if someone or something impedes that process of learning, a teacher will make it go away. A teacher thanks the parents for their support, even when they do not get it. A teacher's day does not end when the buses pull out. A teacher builds relationships and teaches the students to build relationships. A teacher teaches students, not a subject matter. A teacher never ever gives up. A teacher is a gift. It might be a general question but it is a thought=provoking quetion. A teacher is someone whom teaches us in their own way. It does not have to be a teacher from your schooling time; they can be anyone around us.It can be our parents, siblings, relatives, friends or it might even be a stranger! A teacher doesn't have to be in classroom to teach you things, we have to go beyond the context. We have to accept the fact that while we are living, everything is teaching you something. Not just human beings but also the nature around us is teaching us some of the values that we should be upholding. So, we cannot specify the term teacher to humans alone. In dictionaries, teacher means that a person who teaches, especially in school. This is a common explanation that we all give when we were asked to give a defnition. As I have mentined before, learning something new or getting a better understanding of a certain interest from a person is not only a teacher, there are other matters you can take as your mentor. So we can say that a teacher is:

- a) Someone who imparts knowledge to learners;
- b) Someone who develops the learner's personality while in school;
- c) An In loco parentis who takes the place of the biological parent, while the child is in school;
- d) Someone who gives meaning to learner's life and living;

## *Influence of the Teacher's Personal Beliefs and Values in Teaching*

e) Someone you need to thank, if you can read this.

Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. Hence, just try for it, after reading all the definitions. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person."

Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Brubacher," Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so."

Skinner- Teaching is the arrangement of contingencies of reinforcement."

Ryans- "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others."

From these I want to make one definition, as my view.

Me," Teaching is a process that improve the student's seeking level more easily and it might be overcome any situation as an easy way."

Make definition our own after reading it.

### **3. Teaching**

“Education is not the filling of a pail, but the lighting of a fire.” This quotation means that you do not just provide lists of facts, and talk to the students during your entire class time. What education really means is lighting the fire for knowledge, skills and attitudes about a subject that engages the student in the collaborative process of learning. Teaching is the occupation, profession, or work of a teacher.

Learners should-

- a) learn best when they feel a “need to know”
- b) learn best in a non-threatening & flexible learning environment
- c) have life experiences & skills to draw upon
- d) require a variety of teaching methods to meet learning needs
- e) respond to learning when they feel acknowledged & respected

Learning must include-

- a) Actively monitor student progress
- b) Involve all students (not just volunteers) in discussions
- c) Ask both higher- and lower-order questions as appropriate to the objectives of the lesson
- d) Use adequate wait time
- e) Provide clear academic feedback
- f) Vary student activities and procedures
- g) Hold high expectations for students
- h) Have high regard for students and treat them with respect
- i) Build classroom learning communities

#### **4. Freedom of Teacher**

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on. Teachers are a critical foundation of every society's long-term strength -- providing children, young people and adults with the knowledge and skills they need to fulfill their potential. But around the world, far too many teachers don't have the freedom and support they need to do their vitally important jobs. That is why the theme of this year's World Teachers' Day -- "Teaching in Freedom, Empowering Teachers" -- reaffirms the value of empowered teachers and recognizes the challenges many encounter in their professional lives across the globe. Being an empowered teacher means having access to high-quality training, fair wages, and continuous opportunities for professional development.

It also means having the freedom to support the development of national curricula -- and the professional autonomy to choose the most appropriate methods and approaches that enable more effective, inclusive and equitable education. Furthermore, it means being able to teach in safety and security during times of political change, instability, and conflict. But in many countries, academic freedom and teacher autonomy are under pressure. For example, at the primary and secondary school levels in some countries, stringent accountability

## *Influence of the Teacher's Personal Beliefs and Values in Teaching*

schemes have put enormous pressure on schools to deliver results on standardized tests, ignoring the need to ensure a broad-based curriculum that meets the diverse needs of students.

Teachers move from day to day, trying to get through the week and wondering if teaching is the right job for them. Concerns about classroom management, visits by supervisors, professional competence, and acceptance by colleagues dominate their thoughts. Support and professional development at this stage are particularly critical.

### **5. Influence of a Teacher**

Teachers can have a huge influence on their students. This goes much deeper than the lessons they teach. You only have to reflect on your own time in school to realize how positive or negative experiences can stick with you for the rest of your life. Educators need to remember that they hold great power over students in their hands. By encouraging a struggling student and explaining how she can be successful, a teacher can change that student's career. A perfect example of this happened to my niece. She had moved recently and began attending a new school in ninth grade. By contrast, teachers can make subtle comments intended to be positive -- but are actually hurtful.

A great teacher will tell students what is to be expected, what will separate a good from great student, and how to get an associated grade. Such awareness takes a good deal of preparation and organization on the teacher's part. It takes planning not only lessons, but entire learning units and understanding how to organize, evaluate, and modify these for different learning abilities and subject matter. A good teacher is sympathetic toward peers and students, yet a better teacher is empathetic and truly able to place themselves in another's situation, whether that means identifying students who are having issues at home or a peer who can use advice in addressing unruly students. It's not what a teacher says that sets them apart, but their ability to do good things with the limited time given among students and peers. In expressing mutual respect and treating all students equally, a great teacher shows students fairness and makes them understand what it means to be a professional. Of course, teachers host feelings of frustration, anger, and emotional fatigue like all people, but a great teacher's ability to remain stable and disciplined has an impact on impressionable students. A great teacher remains a student. Working with students every day will help a teacher of any age to feel connected and being surrounded by such creativity and energy on a daily basis will definitely provide a feeling that every day is different. You will often find humor too at times, which enhances your enjoyment of what is a great but demanding profession in which to work. Continuing education ensures their methods are up-to-date and that they learn from the best in the field. Regardless of teaching elementary, middle, or high school-aged children, great teachers advance knowledge throughout the years. Such respect for their

own knowledge and redefining self-discipline inspires students to value learning and teaches them to place an immeasurable value on their own educational trajectory. Just as all our students come with unique experiences and backgrounds, we as teachers all have different experiences and training that prepare us to excel or flounder in the classroom. In this chapter, you will examine the experiences, beliefs, values, and actions that frame your daily teaching practice.

An honest self-assessment will provide a starting point from which you can develop clear targeted objectives. Each objective comes with examples of what it looks like and what you need to do to move toward more effective instructional practice. As always, a great teacher knows they are a role model for their students. So, exhibiting great preparation inspires students to do the same in and out of the classroom. Being prepared for a test and then getting a good grade not only immediately benefits a student but inspires them to do the same when it comes to athletics, relationships, and beyond.

## **6. Teacher's Belief**

Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected. By reading relevant books and articles, the author form a thinking frame that constructivism psychologists claim a teacher's beliefs as the result of his or her self-construction. The beliefs arise from the teacher's own direct experience. Each teacher has different processes of self-construction. And social psychologists emphasize the importance of social cultural impact on a teacher's beliefs. They think that these beliefs are formed in the course of accepting culture. The cultural transmission depends on three factors: enculturation, education and schooling.

Therefore, in our opinion, a teacher's beliefs are more influential than a teacher's knowledge on determining his or her teaching activities. They result from the teacher's self-instruction, which is accumulated from social history and culture, personal experience and education, the teacher's teaching ability and students, etc. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events. If we decided that we knew how to change beliefs and if we decided that it was ethically appropriate to change the beliefs of teacher candidates when and if certain conditions were met, the next question becomes "which beliefs" do we want to teach? For example, we could ask candidates to respond to the following beliefs (or others, mine are just examples) on a Likert scale, from strongly agree to strongly disagree. How would we want our candidates to respond at the end of the program? Notice how some "ideals," notably items 4 and 5, appear to be contradictory: All children can learn. Pupils should be treated as clients. Children have to be prepared to "read up to grade level." Children should be treated equally, as a

### *Influence of the Teacher's Personal Beliefs and Values in Teaching*

matter of justice. Children should be treated differently, each in terms of his own needs and interests. Learning should be fun. Diversity in a classroom is a strength and not a problem. The teacher is accountable for what is learned or not learned in a classroom. Children should be given praise and recognition in terms of what they have earned and deserve. Problem related to a study of teacher beliefs. There has been a tendency in education for policy to be made without involving all the stakeholders.

Decisions made by policy makers then tend to be imposed on schools in a 'top down' manner. In these days of performance contracts, even decisions which are not mandated in policy are perceived lower down the ladder as if they are mandatory because the people higher up the ladder have written performance agreements which specify how, and by when, a certain number of schools will have implemented the policy. As a result, many in education feel the pressure from outside, or above, to implement policy and react in a 'knee-jerk' way. To relieve the pressure they do what they are told and introduce policy without asking 'why' they should. They pay lip service to the policy; the words are spoken, the paperwork is completed, the policies are written. It all 'looks good' and in turn higher up the ladder the words are spoken, the paperwork is done the performance indicators appear to be met. And so we revolve on a merry-go-round of policies and words paying lip-service to the intended improvement, but within the walls of the school and classroom, little changes. As a result, for the teachers there is a growing cynicism with administration and outside bureaucracies because of the 'add on' effect of the paperwork, and procedures. Teachers feel that their attention and energy are diverted away from the heart of the learning-teaching endeavour. influence on classroom behavior rests with the need for an understanding of the nature of teacher beliefs and the degree to which they are held. It is impossible to contemplate teaching in isolation from learning. —Teachers' beliefs about what learning is will affect everything that they do in the classroom, whether these beliefs are implicit or explicit.

Even if a teacher acts spontaneously, or from habit without thinking about the action, such actions are nevertheless prompted by a deep-rooted belief that may never have been articulated or made explicit. ....we can only be really effective teachers if we are clear in our minds what we mean by learning, because only then can we know what kinds of learning outcomes we want our learners to achieve. If our aim is to teach enough language items to pass an exam, then this will have significant implications for the way in which we teach.

### **7. Core Values of Teacher**

The first value that I believe teachers should have is patience. If you are going to be teaching for a very long time you are going to come into contact with a number of different classes containing children with a wide

range of abilities and personalities. It is important that a teacher has patience in particular, when teaching a subject that is second nature to them. It can be easy to get frustrated if a child takes a little while to grasp a topic, and so the teacher should be patient in order to maintain a professional standard and to not intimidate the child. This could also include having the patience to take the time to think about other ways they could explain the topic, or just simply using different wording to explain it. The 'hidden curriculum' is an unavoidable element of teaching, and so it is very beneficial if a teacher has these values I have discussed, in order to influence the class to be positive pupils with good attributes.. If a teacher is patient it means that the children are not scared of taking time to figure out the answer, and so they are also probably more willing to ask questions. Another reason a professional teacher should have patience is when dealing with disruptive behaviour. It's necessary for a teacher to be honest with his/her job role and responsibility. Students always follow what teacher does and reflect on them.

Teachers should be careful about what he or she does and also make sure of fulfilling commitments he/she makes. Once a student finds teacher not sticking to his/her words then the student shall also start ignoring the teacher. Pretending to know everything might not be a good idea for teachers. Teachers could be doing so to make sure students always follow him/her but should there be any confusion to teacher himself/herself, he/she should have integrity to explain the situation. The teacher can tell the student that he/she will get back with the solution. If you are thinking, teachers are meant to teach to students then you are missing something. Teachers aren't just to teach but they are in continuous process of learning too. Should they stop learning themselves, their teaching turns dull. The world advances with technology, knowledge steadily and it is responsibility of a teacher to stay updated in order to prepare student for all the upcoming changes in the society and world. Moreover, teachers should be accountable in learning from students as well. Classroom is a mini-society itself and teacher can also learn a lot of things about different culture and beliefs in a classroom from students. It is important that the teacher doesn't shout all the time, but figures out creative ways to encourage positive behaviour in the class and to discipline the children. All teaching is founded on ethics – whether it be the teacher-student relationship, pluralism or a teacher's relationship with their work. Dignity means respect for humanity. Teachers must respect every person, regardless of gender, sexual orientation, appearance, age, religion, social standing, origin, opinions, abilities and achievements. Truthfulness is one of the core values in teachers' basic task, which involves steering learners in navigating life and their environment. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teachers' work. Fairness is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favouritism. Teachers are entitled to their own values, but in their work,



## *Influence of the Teacher's Personal Beliefs and Values in Teaching*

teachers' responsibility is tied to their basic task and its standards such as legislation and the curriculum. Professional teachers should also have patience when in contact with other staff that they may not get along with. It is important that they maintain a professional relationship so that they can work together for the benefit of the school. Teaching is one of the most important jobs in our society, as educators play a crucial role in helping to influence children and shape their lives; yet teaching remains a very challenging job, often receiving low compensation. As such, teachers who commit themselves to the field often hold specific values that motivate and drive them to dedicate their lives to others. The most important value that most teachers hold is that of knowledge and their commitment to instilling this value in their students. While many students find learning to be "boring," teachers strive each day to encourage students to love learning and truly engage themselves in the pursuit of knowledge. Not only do teachers encourage others to pursue knowledge, they continue to pursue knowledge themselves. In this ongoing pursuit, teachers continue to educate themselves on classroom practices, different curriculums and various educational topics. Hard work is a core value that teachers not only hold for themselves, but also seek to instill in their students as well. Because teachers value hard work, they help students to learn that they must work for what they earn, both in and outside of the classroom. Teachers often display this value by working diligently to grade each of their students' assignments, staying after school to tutor, attending parent-teacher conferences and taking on any number of other duties as necessary.

I think that in doing this it reminds the children that teachers are human beings too and they are allowed to make mistakes too. Hopefully this honesty will also rub off on the class. Honesty is also a good quality to have when socializing with other teachers. Professional teachers should be open to constructive criticism, and so by being honest you can share tips with other teachers to improve their practice. The final value I am going to discuss is fairness. It is important to be fair and to teach the kids what is right and what is wrong. A teacher should treat all the children in their class as equals regardless of their social class, background, ethnicity, gender, religion and so on. It is easy for a teacher to have 'favorites' however it is so important that they discipline and treat all their pupils in the same way. From personal experience, I know that when a teacher has a select few 'favorites', not being included in this group is destructive to self-confidence and faith in the teacher. Fairness goes hand in hand with respect and so by treating the class fairly will in turn teach them to treat each other with respect.

## **8. Conclusion**

Thus we can say finally, a teacher should have expert knowledge of the subject area. He should try to pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research

in the subject area. He should perform his values. He must influence for the betterment of a student. I believe professional teachers should also be honest. This is mainly so that they can be an example to their class. I personally think that sometimes if a teacher does not know the answer to a question a pupil raises, they should be honest and tell them that they don't know, but will find the answer out for them.

### Reference

1. <https://ntu.edu.pk/qec/duties-and-responsibilities-of-a-teacher/>
2. <http://ecrp.uiuc.edu/v3n1/raths.html/>
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", *The Journal of Experimental Education*, Vol. 68, No. 3, pp. 217-236
4. Baker, J. A., Terry, T., Bridger, R., & Winsor, A. (1997). Schools as caring communities: A relational approach to school reform. *School Psychology Review*, 26, 576-588.