

The Way to Understand Teaching and Attitudes of Teachers and Learners

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Abstract

Provide proper pre-preparation and planning on the subject by taking lessons. Find out student experiences and apply them in the classroom. Always encourage commentary about the work of the students, recognition of their work and rewarding them. Visiting students from the same perspective. Use techniques to ensure equal participation of students in the class. Particular attention is given to the students of the backward classes. Encourage the students to work in pairs. Treat the students with sympathy.

Keywords: Attitude; Students; Teachers; Limitation; Teaching.

1. Introduction

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies – such as changes in curricula for teachers' initial education or professional development – on student learning.

2. Attitudes and Education

Attitudes play an important role in the teaching that is why there have been different definitions of what an attitude is. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by feeling and emotions. Effective teaching and learning is product of various factors. These factors are directly related to the quality of education in general and to successful classroom instruction particulars, these factors include, teacher background, his/her competencies, pre-service and in-service training, teacher students interaction, efficient use of instructional time and materials and assessment of students achievement, it is imperative, that for better planning of effective and efficient education in our institutions the above factors should be well conceived, properly organized and diligently implemented.

Attitude has often been defined by social psychologists in terms of three factors; cognitive beliefs about a person or object, affective or evaluative feelings about that person or object, and behavior toward that person or object. Some Psychologists have suggested that all three of these components together make an attitude. A behavior is closely related to attitude because attitudes often lead to behaviors that reflect the attitudes. Attitude may be considered as “Natural” or “Instinctive” from parent. They are learnt through socialization process. Most of Attitude may develop gradually through a longer period of time, but it is different if not impossible to measure the attitude of an individual. Attitude can be directly observed but must be inferred from overt behavior both verbal and nonverbal.

3. Attitudes of Teacher

Teachers are more inclined to regard students as active participants in the process of acquiring knowledge than to see the teacher's main role as the transmission of information and demonstration of “correct solutions”. This is most true in northwest Europe, Scandinavia, Australia and Korea and least true in southern Europe, Brazil and Malaysia where teachers fall between the two views.

In the classroom, teachers in all countries put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Both of these teaching practices are emphasized more than enhanced learning activities such as project work. This pattern is true in every country. Co-operation by teachers in all countries more commonly takes the form of exchanging and coordinating ideas and information than direct professional collaboration such as team teaching.

At least half of teachers in most countries spend over 80% of their lesson time on teaching and learning. However, one in four teachers in most countries lose at least 30% of their lesson time, and some lose more than half, through disruptions and administrative tasks. This is closely associated with the classroom disciplinary climate. Country and school differences in this respect are less important than differences among teachers within schools. Almost all Norwegian teachers report better than average relationships between teachers and students. In other countries, teacher-student relationships vary considerably. Only part of this variation is related to differences among schools.

Even though teacher-student relations are often seen as a feature of schools as a whole, different teachers within schools perceive them differently. The average levels of job satisfaction and of teachers' belief in their own effectiveness are fairly similar across countries, although Norwegian teachers again stand out as well above average in both respects. Most differences in these job-related attitudes entail differences among teachers within countries and within schools. Female teachers are less likely than male teachers to see teaching as the direct transmission of knowledge and are more likely to adopt structuring and student oriented practices as well as to co-operate more with colleagues. Teachers who undertake professional development undertake a wider array of teaching practices and are more likely to co-operate with other teachers.

4. Attitude Limitation of Teachers

Teachers' lack of confidence due to poor conceptual and phenomenological physics foundations. In many countries around the world the number of lay science teachers is high, and many of those that have undergone formal education are not ready for the job. The fact that most teachers most of the time behave as information providers. The basic model of teaching in this case is: a) spontaneous ; (b) belief that all students are identical and ready to follow same type of instruction; acceptance of models the teachers were taught; and lack of readiness about students' forms of learning and thought. Teachers do not carry out innovations of new curricula and methodologies. Partly due to entrenched beliefs about teaching science as telling science, instead of teaching as a process, science as a way of thinking.

Good practices in physics teaching are expected to promote critical thinking. The lack of coherence between the teachers' classroom attitudes and their expressed belief on active methods of interaction. Teachers tend to see school failure as a result of the socio-psychological deprivation due to social conditions of child and family. Low expectations for these students generate poor teaching practices. Therefore, the tendency to put the responsibility of their ineffectual performance on the students. Last, but not least, the conditions under which teachers work. Professional and social status; school infrastructure, poor libraries, laboratories, safety conditions, etc., create new variables that define the attitudes of even the most devoted and well prepared teacher. The analysis made by a secondary teacher that comes from a country that enforces the implementation of official curricula via regular inspections of the classrooms presents a good picture about what goes on in the classroom.

5. Teaching Competencies

Pointing out some of the negative aspects, allows defining actions to change the general picture. There is good agreement that teachers who are seldom asked to reflect upon their own teaching could be no more than mere repetitious of book material. Since teachers have a major role in any education reform they should be solicited to understand new proposals and to participate in their formulation, to analyze their performance and modify their behavior, their personal conceptions on how to teach and what to teach. Most teachers, influenced by how they were taught tend to replicate the model. The set of competencies presented below, necessary but not sufficient to insure good teaching -learning procedures, is by no means complete, but there is high consensus about it within the community of scholars.

The role of the physics laboratory (objectives, processes, outcomes). In spite of much that has been said and the perception that practical work has a priority role for the teaching-learning process of sciences its effect is not well established, mainly because many teachers are technically incompetent and lack fundamental components related to. The understanding of the nature of science and the conceptual mastery of content in classical, modern physics and information about frontier physics. Cognitive and social psychology, linguistics and anthropology. What is the effect on teaching strategies of theories learned in the education courses at the university? The present domination and the acceptance of constructivism, as the only correct teaching paradigm; the scarce understanding of the true meaning of the word as well as the framework of learning theories as applied to real classes, only adds to the confusion that has permeated the teaching process along the last 20 years. There is a need to understand and apply both qualitative and quantitative evaluation modes. Since many teachers have not had formal studies on the subject they mainly evaluate their

students for promotion. Little conceptual knowledge is verified. Poorly constructed and mainly not validated instruments, that mostly reflect the knowledge as passed by the teacher in factual form, are used.

6. Actions for teacher's attitudes change

We stress once more a teacher's profile as an active agent, constructing perspectives and taking action. He/she should be encouraged to strengthen his/her capabilities to make good educational decisions. The physics teacher could not solely be responsible for the (in) significant learning of physics that goes on in many schools. We could argue about the possibility to modify teaching attitudes by means of teaching programs, as we believe to be true when we teach specific competencies in the pre-service courses. On the other hand, we need to worry about teachers' negative attitudes since they affect a large number of the student population.

7. Attitudes of Students

In the academic field cheating is not a new phenomenon. One of the goals of technology education is to promote technological literacy of a broad and encompassing nature. The only recent change is in the ways students cheat, mostly due to ease of access to the Internet and the richness of web resource and the popularity of mobile and wireless devices. The paradigms for teaching technology education are changing. Technology education teachers and curriculum experts recommend a variety of differing instructional approaches such as self-paced modules, interdisciplinary methodology, and problem solving to inform students about technology and its affects on society. Regardless of the instructional approach utilized, the purpose of technology education is to prepare students to become technologically literate citizens. Academic dishonesty at universities is a common phenomenon among students of all ages and specialties. Nowadays, the widespread use of the Internet and the popularity of mobile and wireless devices have made it easier for students to reach and transmit information in illegal and dishonest ways. Academic dishonesty can be defined as the students' use of illegal activities, techniques and forms of fraud during their examination or evaluation processes, usually for the purpose of achieving better grades. An increasing number of incidents of cheating and plagiarism are being observed daily. One reason could be that electronic communication through handheld and other popular devices makes it even easier for students to copy and transmit information both inside and outside the classroom. While doing so, students do not think much about the legality of this action, since improving their grades and passing the course come up as their only concern and ultimate goal that they hope to achieve. Although getting better grades may seem as the most compelling factor for making students cheat or plagiarize, other less obvious reasons could be: Peer pressure, playing smart, making fun of the instructor, or just because they can! The use of technology in education has been

one of the major changes of the past decade. The learning and teaching process with the use of information technology is becoming increasingly popular. Almost every student today is a skilled Internet user and the availability of Internet resources helps students meet their study requirement within a short amount of time and may encourage them to become more engaged in the learning process. Students of the information age are thus more exposed to sources of cheating and plagiarism than their older peers. Although universities today strive to combat these phenomena, students still heavily rely on easily accessible resources to get their work done, most probably because of the lack of awareness about what is considered an act of cheating and/or plagiarism. Indeed, it is sometimes hard to distinguish these two concepts, since both of them involve using some material that is not the product of one's own effort and presenting it as one's own work in some way. It is important to understand the difference between cheating and plagiarism, in order to increase the awareness of students about both and make them realize the situations in which committing them becomes a serious academic offence.

Plagiarism can be classified into the following types:

- a) Copying a text from another source without surrounding it with quotation marks and without citing the reference
- b) Paraphrasing the words of someone else without citing the source
- c) Incorporating a figure or a drawing from another source without acknowledging the source
- d) Using information that is not common knowledge without citing the source
- e) Using ideas or theories of another person without giving credit to that person

There are numerous methods and techniques that technology teachers can use in order to deliver technology education content to middle school students. Yet, it is difficult to measure the affect of these various instructional approaches on the development of students' technological literacy. The lack of accepted or standardized measures of technological literacy make it difficult to assess and compare various forms of instruction in technology education. In lieu of an assessment of students' cognitive ability, measures of students' attitudes toward technology may provide some insight into the teaching approaches that affect students' attitude toward technology in a positive way. The attitude measure may then be one indicator of effective teaching approaches for technology education.

8. Teaching

Generally teaching indicates the occupation, profession, or work of a teacher. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. In much modern usage, the words 'teaching' and 'teacher' are wrapped up with

schooling and schools. One way of approaching the question ‘What is teaching?’ is to look at what those called ‘teachers’ do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching.

9. Understanding Teaching

The first thing we mention in *Mindful Assessment* is it's you who inspires our future innovators and leaders. Although children are only a small percentage of the population, they are 100 percent of the future. This idea shouldn't scare you; it should inspire you. One of the most crucial things to understand about teaching is that people are emotional beings. The art of teaching happens from the head and the heart. It's a journey that revolves around your ability to connect, inspire, and enable both your learners and your colleagues. This also includes the ones who will fight you every step of the way. Another one of the most important things to understand about teaching is that change is inevitable. If education is to continue surviving, changes will continue to happen that we can't yet fathom. In our work with teachers the world over, we've discovered perfectionism is a burden that individuals often place upon themselves. Surprisingly, it isn't usually an expectation that comes from the surrounding environment. Our advice is to stop striving to not make mistakes, and learn from the ones you make as we expect our learners to do. Many teachers struggle with a lot of different things about their jobs. Long hours, low pay, and disdain for the profession in general are all experiences at some point. These things can make you lose sight of why you became a teacher in the first place—to not only prepare our youth, but to transform them. The greatest reward in the profession is knowing you were part of making that happen, though it isn't always apparent. As a teacher, you can never tell where your influence starts or how far it will go. In fact, you may never know.

The point is that you do influence each and every child that crosses your path, and they will always remember you. Make reading fun by getting yourself a snack or a drink and getting comfortable. Burn a nice-smelling candle or read in the tub to make yourself as comfortable, and make reading as enjoyable as possible, especially if it's not something you're excited about reading. If you're reading something difficult, don't worry too much about spoiling the ending for yourself. If you read a paragraph and have to start the paragraph over, consider skimming over the whole story, or flipping through the book somewhat to get a sense of the plot, the main characters, and the tone of the reading, so you'll know what to focus on as you read more closely. Think of yourself as a movie director and picture the action while you're reading it. Cast the movie with actors, if it helps, and really try to picture the events as realistically as possible. This can be a lot more fun, and it will help you remember and understand what you are reading a lot better. Some people find it much easier to stay focused and interested in what they're reading by reading out loud. Lock yourself

in your room, or hide in the basement and read as dramatically as you want. This can help slow you down if your tendency is to try to skim too quickly, and it can help make the reading more dramatic if you find it somewhat boring. Our vision of great teaching is captured in our set of teaching standards. We continually refine these standards to ensure that they fully capture our vision of excellent teaching. The Brooke standards address classroom culture, planning and delivery of instruction, the ability to achieve success for all scholars, and collaboration, commitment to growth, and professionalism.

10. Teacher's Behavior

Behavior is the way in which one acts or conducts oneself, especially towards others. Behavior is observable outcome of the teacher that affects the student performance in different activities in institution. Behaviors may be positive or negative and effective and ineffective. A behavior produces the requisite results. Behaviors are the action, which is different at different time. There are three types of behavior, thinking, feeling and doing. The classification of thinking behavior is very important for learning process and it can be divided into three domains. These domains are cognitive, affective and psychomotor. Cognitive behavior consists on knowledge outcomes and intellectual abilities and skills. Affective behavior based on individuals hidden abilities likes, attitude, interests, appreciation and modes of adjustment. Some teachers see themselves as the designated expert whose role is to impart their knowledge to students who are empty vessels. That's the wrong metaphor, says William Rando, who has been training college-level teachers for 15 years. The best instructors see themselves as guides. They share what they know, but they understand that they are not the focus. Their students are. An inspiring teacher can increase the knowledge of the student and develop their skills and personal characteristics, which include socioemotional and spiritual realms in addition to cognitive behavior, which is more likely to be fixed. Personal characteristics are rooted in feelings and Different teachers show different kind of behaviors in the classrooms for example some are distant and other are sociable. Some are well organized and other is chaotic. **11. Teaching Excellence**

Teaching excellence is viewed as an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel; It is a process that elevates students to a level where they learn deeply and remarkably because of teacher attributes. An excellent teacher is viewed as one who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths. It is a process that elevates students to a level where they learn deeply and remarkably because of teacher attributes.

12. Conclusion

Thus we made a great discussion on the headlined topics. Excellence in teaching through the use of evidence-based, inclusive pedagogies that foster the knowledge, skills, relationships, and values necessary for students to succeed in a rapidly changing world. Teacher's behavior is believed to have great impact on student motivation and learning. Beliefs, which cannot be observed directly through the traditional methods and are difficult to identify. The attitude of teacher and learner measure may then be one indicator of effective teaching approaches for technology education.

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