

ESTABLISHING THE RELATION BETWEEN TEACHER AND THE STUDENT IN A CONTEXT OF TEACHER'S EDUCATIONAL ROLE - PERSPECTIVE OF THE FUTURE PHYSICAL EDUCATION TEACHERS

(Preliminary communication)

Katerina Mitevska - Petrusheva¹ and Biljana Popeska²

¹*University for Tourism and Management – Skopje, Macedonia*

²*Goce Delcev University – Stip, Macedonia*

Abstract

Acquiring new motor skills and knowledge is linked to the ability to manage diverse information and training. The issue of realization of educational role of the teacher is one of the most important issues that should be paid attention in the process of preparation of future teachers. Considering the meaning that the realization of the educational role has in the complete educational process and considering the complexity of its realization, it's more than sure that is very complex and delicate problem for research. In the process of realization of its educational role, the teacher includes part of self, its personal attitudes and conventions and with no doubt, they reflex to its access and behavior toward its students. Therefore, we realized this research with aim to determine what types of attitudes does the future physical education teachers should have regarded building of quality relations teacher – student in a sense of realization of the educational role. The research was realized on a sample of 59 students at Faculty of Physical Education, students at second and third year of study. Student's attitudes were determined using a specially designed questionnaire. Obtained results were analyzed using qualitative and quantitative analyses. The main conclusion is that students have positive attitudes toward the meaning and importance that teacher has in the educational process including the impact of his/hers whole personality, personal characteristics, attitudes and behaviors. This implies effects on establishment of the educational role and common relations with the students.

Keywords: *physical education students and teachers, educational impact*

INTRODUCTION

One of the key issues that should be paid a special attention in the process of the initial education and preparation of future teachers is the issue of their qualification for establishing the teaching role. The preparation for this very serious, delicate and essentially complicated matter is one of the main tasks in the process of education of future teachers. The realization of the education role by itself, includes a number of activities for which, in order to make a quality preparation of future teachers, a broad, essential but most of all, a quality preparation is needed.

As a key factors that define whether and in what degree the teacher will successfully realize his educational role are: 1) Personal characteristics and personality of the teacher and 2) Establishing a quality interrelations between the teacher and student.

- 1) *Personal characteristics and personality of the teacher.*

The pedagogic literature is full of researches for attitudes of different authors toward the question: "What the personality of the teacher should be?". The list of characteristics for the good teacher is quite long, starting from the point that the teacher should be: complete stable and grown person, with clearly defined principles of life, honest, consistent, with high moral characteristics, strong personality, strong will and highly developed sense for responsibility (Vukasović, 1979); to build a role model for behavior of the students, with own built system of values that will transfer through actions, not words (Gordon (Гордон), 2001); to have a number of pro-social quality such as: pedagogical enthusiasm, sense for the needs of others, sense for right measure, patience, intuitive power, pedagogic optimism and love for the children and human in general (Miovska-Spaseva (Миовска-Спасева), 2009). Beside these, the teacher should be patient, kind, to have a good self – control and his behavior should be in accordance with his/hers ex-

pectations from the students, because he/she is the role model for the students (Logan, 2003).

In this context, in many cases the authority of the teacher is also pointed as an important segment when creating the full image of the teacher. The usual understanding for this is that authority comes with enrolling to be a teacher. But yet, this outside authority is enforced as a result of the role of the teacher in the school, from the current social norms and expectations that comes out from the ability of the teacher to reward or punish. In the contemporary school, the real authority of the teacher comes from his/hers relations with students and the styles he/she work with them. Related to this is the recommendation of the author Tomas Gordon (Гордон), 2001) for the use of so called "skill of influence", which is based on the ability for active listening and requires highly developed communication skills of the teacher. Its aim is to encourage the development of conciseness at students for taking a responsibility of their own actions (Gordon (Гордон), 2001). With all these complex requirements, to be a teacher is not an easy profession at all, because the teacher should always be aware that he/she with his/hers personal characteristics and every single action is a role model. This is the reason why "although is hard to be aware how we affect others with our behavior, teachers should take the responsibility to be a positive role models of behavior for their students" (Berman, Hornbaker & Ulm, 2000). This task, according to Alber (2011) sometimes is especially inconvenient and extremely exhausting, but yet a part of the teaching profession.

All previously mention issues for the profession "teacher" leads to a conclusion that the teacher with his/hers complete personality, their characteristics, attitudes, understandings, authority and behavior are role model for identification and tool for educational impact to students (Mitevaska – Petrusheva (Митевска Петрушева), 2015).

2) *Establishing a quality relationship between the teacher and the student.*

The meaning of this aspect of educational work is especially emphasized by the author Bratanić, (1993) according who, the establishment of quality inter human relations are the main foundation of the educational process. In addition, the need to involve the subjects as complete human beings with their abilities, qualities and values, is one of the essential needs in these process. She emphasized several marks that characterize the relation teacher – student and that are related at: subsequent changing of positions subject – object, possibility for opposition of ideas, establishment of dialog and adjustment of professional and personal aspects between the teacher and the students (Bratanić, 1993).

The factors that determine the success of this process are: social perception, emotional attitudes and ability for empathy. The social perception refers to subjects that have mutual perception in certain social attitudes. Emotional attitudes form the other side, has

a function to determine the quality of the educational process depending from that weather they are positive or negative. This is why, for exceptional importance for the teacher is to develop a positive attitude toward the student, against the disregard or as most adversely, negativity and unrealistic criticism.

The third factor is the ability for empathy. Empathy, according Cotton (1992), refers to three elements: 1) Affective ability that give possibility to the person to feel and share feelings with others; 2) Cognitive ability – helps to understand others feelings; 3) Ability for communication, which function reflex in mutual sharing of feelings. According to Bratanić, the empathy "is in closes relation with the success of educational action" (Bratanić, 1993).

All previously mentioned personal qualities and abilities of the teacher have an important role and its impact in successful realization of educational role of the teacher. When speaking about the *realization of educational role of the teacher, we mean the influence of the teachers in creating moral characteristics of the students and impact in the development of student's personality in total, not just transfer of knowledge.* Considering the numerous aspects of this role, in these paper we only point on some aspects that should be considered in the process of preparation of future teachers and their future profession as teachers, the process that should be acquired and further more to upgrade and master them in the process of their future work. These is especially important because of the great potential and educational power that they bring with them and from the other side, because of their sensitiveness and individual differentiation.

METHODS

Considering that the educational work is very broad area of activity of the teacher, the attention related to this issue is precisely pointed toward the examination of the attitudes of the students – future teachers related to the question of establishment of relation between the teacher and student and in the function of realization of the educational role of the teacher. Based on these and with aim to determine the attitudes of students – future physical education teachers, we conducted a research on a sample of 59 examiners, students at second and third year of study, at the Faculty of physical education, sport and health in Skopje.

The research was realized using a specially designed questionnaire composed from open and close type of questions, as well as a scale for measurement of the attitudes of the examiners. The test characteristics of the questionnaire are previously determined (Mitevaska-Petrusheva (Митевска Петрушева), 2015). The obtained results were analyzed using of basic descriptive statistics parameters and qualitative analyses of the results. The results were presented numerically in tables and graphs.

RESULTS AND DISCUSSION

The first question was an open type question: "In its

work, in order to say that the teacher is successful, what he/she should pay most attention at?". The obtained results (Graphic 1.), were firstly analyzed with qualitative and then with quantitative analyses in order to note several aspects that examiners have pointed as important in teachers work. By the obtained order, they are following: establishing a quality relation between the teacher and students (30.4%), transfer of knowledge (24.6%), the personality of the teacher (11.6%), while very few examiners pointed the realization of educational component as important in teacher's work (5.8%).

The detailed analyses of the answers show that regarded the question that is our main interest, the examiners pointed out that in the process of creating a quality relations between the teacher and student, the teacher should: respect his/hers students, to be able to listen to them, to understand their needs and to help when is needed, to take care of his/her students; to build a relation of confidence, cooperation, mutual understanding, to build a friendly relations; to pay attention of students feelings and emotional condition, to advise them when needed; to have an equal relations with all students and to pay them the same attention; to respect student's opinions and interests, to encourage them to express their attitudes freely and to have a two side communication (Mitevaska - Petrusheva (Митевска Петрушева), 2015).

As it could be noted by the examiners answers, they understand the complexity of the relation teacher – student, as well as that this relation includes many aspects. From the aspect of preparation of future teachers, these could be taken as especially positive because it shows up that students – future teacher already knows the expanse and the complexity of this question. Related to this are the following questions that analyze the noted aspects, particularly the establishment of mutual confidence, believe in the possibility and potentials of every student, determination of positions in relation teacher – student, as well as the role of the personality of the teacher and his/hers certain characteristics and specifics.

As we mentioned before, the pedagogical theory says that most important element in building quality relations between the teacher and students is the mutual confidence (Bratanić, 1993). In this relation are the opinions obtained from our examiners, from whom, almost over 90% agree with this statement examiners opinions as well (Table 1.).

Table 1. The importance of mutual confidence.

Mutual confidence is a base for good relationship between the teacher and student (correct statement)		
Answer	Number of examiners	Percentage
Not agree	4	6.8
Agree	55	93.2
Total	59	100.0

One of the main characteristic for this mutual relationships is the positive pedagogic attitude and optimism of the teacher related to the possibilities and the potential of the student. Regarding this question, almost 95% of the examined students answered that one of the main characteristics of the good teacher is believing in potentials and abilities of each student (Table 2.).

Table 2. Believe in children potentials and abilities

Believing in the potentials of each student should be a characteristics to every good teacher (correct statement)		
Answer	Number of examiners	Percentage
Not agree	3	5.1
Agree	56	94.9
Total	59	100.0

Very often, as one of the most asked questions regarded the mutual relations between the teacher and student is the relation of the superior and inferior. Regarding this, around 57-67% think that the teacher should be dominant, or superior related to student, which is in inferior position in this relation (Table 3.).

Table 3. Superiority of the teacher

Teacher should be superior regarded the students (incorrect statement)		
Answer	Number of examiners	Percentage
Agree	40	67.8
Not agree	19	32.2
Total	59	100.0

Table 4. Relation superior – inferior in relations between the teacher and student

In the teaching process the teacher should be superior regarded the students (incorrect statement)		
Answer	Number of examiners	Percentage
Agree	34	57.6
Not agree	25	42.4
Total	59	100.0

Thus the pedagogic theory always emphasizes that the teacher and students should be equal, yet the results that we obtained in this research leads to conclusion that according the examiners the teacher is more influenced and more superior compared with the students. The assumption is that this attitude in some point, comes as a result of the leading role that the teacher has, related to

his knowledge and experience which should be transmitted to students during the educational process. Yet, analyzing in the context of previous results, it could be noted that these mutual relations are not understood in authoritative sense, or in a sense that the teacher is superior, controls and manages with the process and have the total power of making the decision, but more over is understood in a way that the teacher is leading and directing force or the movement power of this process.

The following two questions are related with the teacher's personal characteristics as well as his/hers behavior and how are they important and significant for establishment of the educational role. Namely, as the obtained results are indicating, almost more than 90% of the examiners agree or totally agree with the attitude that the teacher is powerful and very influenced factor in the process of building the complete personality of its students (Table 4.) and with his/hers authority and reputation affects positively to students education and build a positive personal characteristics (Table 5.). Only 10% of the examined students had the opposite opinion.

Table 5. The teacher and its influence on students

The teacher is a powerful an important factor in building students complete personality		
Answer	Number of examiners	Percentage
Do not agree e all	1	1.7
I do o not agree	4	6.8
I agree	41	69.5
I fully agree	13	22.0
Total	59	100.0

Table 6. The influence of teacher's reputation and authority

The authority and reputation of the teacher has positive influence towards his/hers educational impact of students		
Answer	Number of examiners	Percentage
I Do not agree at all	0	0.0
I do not agree	3	5.1
I agree	29	49.2
I fully agree	27	45.7
Total	59	100.0

One of the important questions related to teachers behavior is the question "Should the teacher show his/hers emotions". Upon this, around 30% of the examiners share the opinion that the teachers should be emotionally "more reserved" or agree that the teacher should not express positive emotions, while the other 70% share the opposite opinion (Table 7.).

Table 7. Expression of emotions by the teacher

The teacher should not express positive emotions (incorrect statement)		
Answer	Numberof examiners	Percentage
I agree	18	30.05
I don't agree	41	69.5
Total	59	100.0

Table 8. Abilities of the teacher for empathy

Develop ability for empathy is characteristics of less confident teachers (incorrect statement)		
Answer	Number of examiners	Percentage
I agree	37	62,7
I don't agree	22	37.3
Total	59	100.0

In this context is also an issue the ability of the teacher for empathy. On the question that refers to the empathy, almost over 60% of examiners answered that considering that developing the ability for empathy is characteristics of less confident teachers (Table 8.). These results, and considering the answers from the previous question as well, lead us to the conclusion that, when we speak about emotions more present is the attitude of greater "emotional closeness" than the attitude of open expression of feelings by the teacher. Probably, one of the reasons for this could be located in the process of education and preparation of future teachers for their future profession, where acquisition of greater quantity of knowledge and abilities for quality transmission of knowledge are emphasized compared with the issues regarding the access and behavior of the teachers especially when comes to emotions and emotional aspect which is partly neglected.

Thus is a question that is very sensitive and because the individual differences and variations between the individuals, yet, this part of future teacher training should not be neglected, especially when we speak from the aspect of realization of educational role of the teacher, issue that requires a greater inter relation between the teacher and the student. All this is especially important considering that the educational role of the teacher requires well planned approach and organized activity regarding all segments of the personality of the students, including the emotional component as well.

CONCLUSION

Based on all obtained and analyzed results, we could conclude that the students – future physical education teachers have highly positive attitudes regarding the issue of the influence that teacher has in a sense of his/hers educational actions and impact toward students and

in acquisition of its educational role, mainly using his/hers personal characteristics and manners of behavior. With no doubt, the teacher is extremely important figure and role model that makes a great impact of building and creating the personality of the children.

Teachers' positive characteristics are the foundation based on which, through the educational process and interaction with the students are building quality interrelations, filled with mutual respect and confidence. This, in fact is one complex network of mutual interactions and communications and which complexity is a result of the quality of mutual relations between the teacher and students as a precondition for successful realization of educational process as well as the process of development of children's personality.

REFERENCES

- Alber, R. (2011). *Ten Tips for Classroom Management*. Retrieved May 24, 2015 from: www.edutopia.org <http://files.eric.ed.gov/fulltext/ED539390.pdf>
- Berman, N., Hornbaker, G., & Ulm, A. (2000). *A Study of Student's Disruptive Behaviors and a Lack of Respect for Authority and peers with Middle School Students*. Chicago: St. Xavier University & Skylight Professional Development. Retrieved May 24, 2015 from: <http://files.eric.ed.gov/fulltext/ED444734.pdf>.
- Berkowitz, M.W., & Bier, M.C. (2005). *What Works in Character Education: A research-driven guide for educators*. Washington: Character Education Partnership. Retrieved June, 01, 2015 from: www.rucharacter.org/file/practitioners_518.pdf
- Bratanić, M. (1993). *Mikropedagogija*. [Micropedagogy. In Croatian.] Zagreb: Školska knjiga.
- Cotton, K. (1992). *Developing Empathy in Children and Youth*. School Improvement Research Series. Retrieved June 2, 2015 from: <http://educationnorthwest.org/sites/default/files/developing-empathy-in-children-and-youth.pdf>.
- Collins, J. (2000). *How do Perspectives on Teaching Vary across Disciplinary Majors for Students Enrolled in Teacher Preparation*. Retrieved May 24, 2015 from: http://www.valrc.org/courses/adults%20shortcourse/Collins_How%20Do%20Perspectives%20Vary.pdf
- Chong, S., & Horn Mun, C. (2010). A Values, Skills and Knowledge Framework for Initial Teacher Preparation Programmes. *Australian Journal of Teacher Education*, 34 (3) Article 1.
- Гордон, Т. (2001). *Како бити успешан наставник*. [How to be a successful teacher. In Serbian.] Београд: Креативни центар.
- Ivanova, V., & Teneva, M. (2012). Developing pedagogical reflection in future primary school teachers. *Research in Kinesiology*, 40(2), 245-250.
- Logan, J.G. (2003). *Classroom Management: Techniques, Policies, Procedures, and Programs to Ensure that Discipline "Rules" in Your Classroom*. Retrieved May 24, 2015 from: <http://files.eric.ed.gov/fulltext/ED479639.pdf>.
- Митевска Петрушева, К. (2015). *Иницијалното образование на наставниците во функција на воспитната работа во училиштето*. [Initial education of the teachers in function of realization of educational role. In Macedonian.] (Unpublished doctoral dissertation, University Ss. Chiril and Methodius in Skopje) Скопје: Филозофски факултет.
- Миовска-Спасева, С. (2009). Научи ме да бидам човек. Воспитната моќ на наставникот. [Teach me to be a human. The educational role of the teacher. In Macedonian.] *Во Зборник на трудови од тематска расправа, Пеафирмација на воспитната функција на училиштето* (pp. 39-44). Скопје: Дом на просветните работници.
- Mitić, P., Savić, Z., & Stojiljković, N. (2012). Emotional competence and subjective well-being of future pedagogues of physical education. *Research in Kinesiology*, 40(2), 197-203.
- Momchilova, A., & Gurnabova, E. (2015). Modern pedagogical technologies in the process of teaching physical education and sport in primary schools. *Research in Kinesiology*, 43(1), 16-20.
- Vukasović, A. (1979). *Prinosi unapređivanju odgojnog rada* [Yields improving educational work. In Croatian.] Zagreb: Pedagoško-književni zbor. *Prinosi unapređivanju odgojnog rada*.

Correspondance:

Katerina Mitevska Petrusheva
University for tourism and management in Skopje
Blvd "Partizanski odredi" 99, 1000 Skopje, Macedonia
E-mail: k.mitevska@utms.edu.mk