

Does Personality Help in Successful Teaching?

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During the last twenty five years, thanks to the developments in the field of science and technology, tremendous changes have taken place in all walks of human life. Specially in the thinking, orientation and value-patterns of the individual throughout the world.

This new attitude of change has found expression in the voices of protest raised against the established systems. It has become even more pronounced in the field of education, and particularly in the classroom setting. The "deschoolers" and the like minded people have launched a virulent attack against the present system of schooling and are demanding its total abolition.

There have been several proposals for reform of education in some countries. There have also been hundreds of educational experiments showing that certain teaching procedures, instructional materials and other innovations make a significant difference in the average performance of the students. But whenever great teachers have been involved, the performances of their pupils have exceeded those of others regardless of what materials or procedures were used. When poor teachers evolved, even the otherwise superior instructional materials and procedures fail to result in learning or growth.

It is generally agreed that the teacher plays the most important part in the teaching-learning situation. "A teacher affects eternity; he can never

tell where his influence stops" so observed the historian-philosopher, Henry Adams. The educational impact of a teacher is surely not due solely to what he knows, or even to what he does, but in a very real sense to what he is. Therefore, the identification of successful teachers, a study of their personality characteristics and a knowledge of what behavioural changes they are able to produce in their students are very important educational concerns.

Indeed, the success or failure of any educational programme depends on the quality of teachers. In the words of Ryans "Good teachers are those who are skillful in developing understanding of the world in which man lives, insightful with respect for the ways and means of stimulating intellectual appetites, and capable of patience, understanding and sincere feeling for others and may pave the way for an enlightened and productive society."

Poor teaching on the contrary seem to be a significant contributor to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

There have been many attempts in the past to identify the "effective" teacher and study his personality characteristics. In U.S.A Barr, Morsch and Wilder surveyed the field. Reviewing the research done in this area, Barr conclude "Although the research in this area has doubtlessly added materially to our understanding of

desirable teacher abilities, traits and qualities, it is apparent that the identification and definition of teaching competencies is as yet by no means satisfactory".

Mitzel, another researcher summed up the situation in these words: "More than a half century of research effort has not yielded meaningful measurable criteria around which the majority of nation's educators can rally. No standards exist which are commonly agreed upon as the criteria of teacher-effectiveness". Reviewing the research on Teacher personality and characteristics, Getzels and Jackson wrote: "Despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality and teaching effectiveness".

Despite Getzels and Jackson's note of pessimism the zeal of the researchers in the field has not dwindled. The last few years have served to accelerate attempts by researchers and by academic institutions to identify what constitutes effective teaching and to devise appropriate methods for measuring teaching effectiveness.

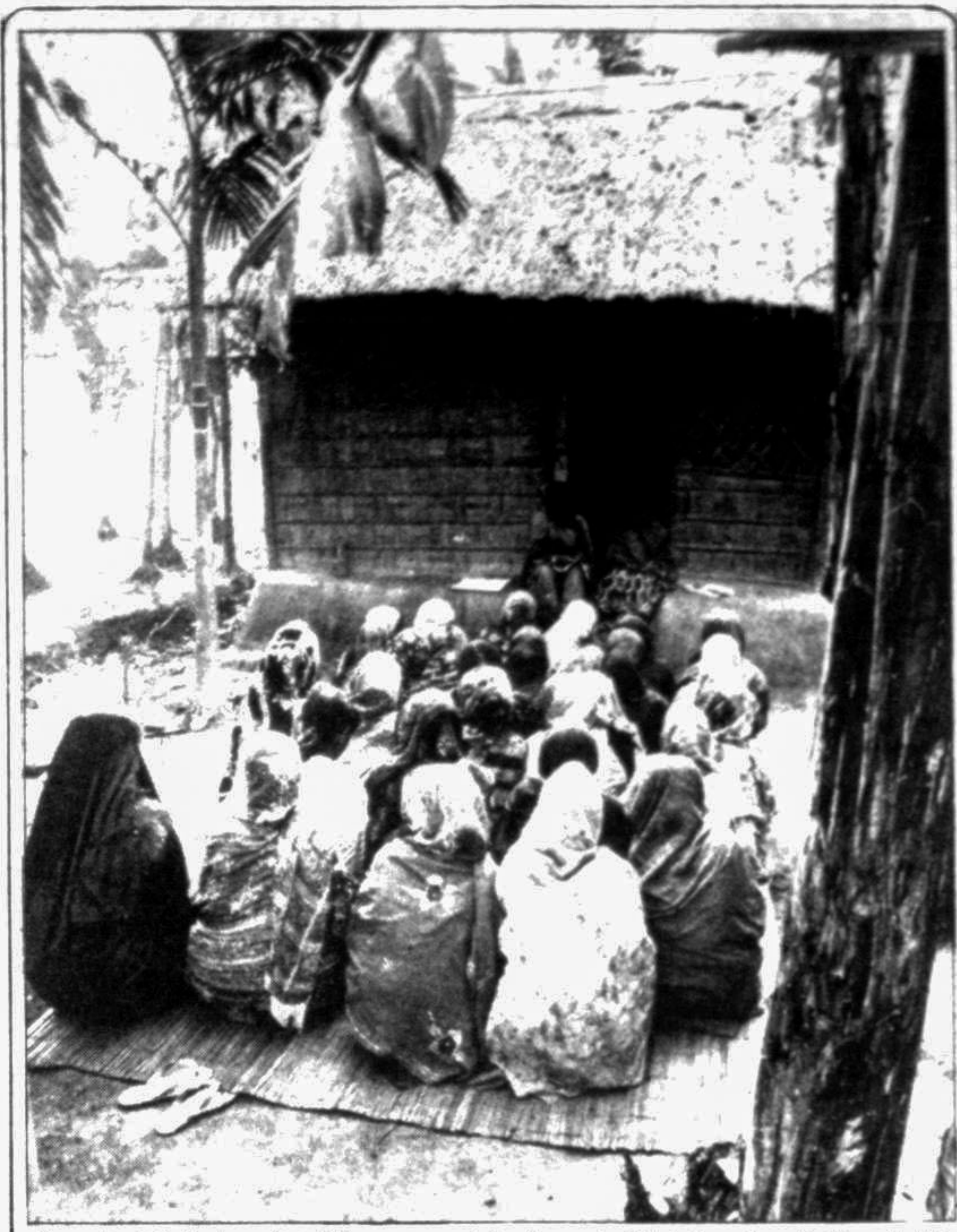
Reviewing British research on "Teaching and Teaching Ability" Evans remarked that "the most obvious deduction from the available evidence is that there is no one pattern of

successful teacher". Halliwell reviewed a large number of research works on certain aspects of teaching and the qualities of teachers and reported lack of any convincing agreement between the various measures of teaching efficiency. Brian Cane arrived at the same conclusion when he reviewed the researches on "Teachers, Teaching and Teacher Education" in Britain. He noted that "the research into the characteristics of good teachers and 'successful' teaching is still at an infant stage of growth". Thus whatever researches have been conducted in Britain, their findings are contradictory in nature.

In Bangladesh and India research in this area has made only a beginning. Reviewing the research in the field of "Teaching and Teacher Behaviour", Jangira and Sharma noted that "it has been a comparatively neglected area of educational research". The sporadic attempts made between 1952 and 1973 show that there is a lack of serious and systematic effort on the part of the investigators to develop some agreed criteria through which successful teachers can be identified. Studies have not been able to locate any consistent pattern of relationship between teaching success and personality traits. Researchers have also not been able to locate personality factors which produce desirable behavioural changes in the students.

One logical conclusion that may be derived from the foregoing review of research in the field is that despite the importance of the problem and a great deal of research in the west, very little is definitely known about the personality of the teacher, particularly with reference to the difference between successful and unsuccessful teachers. There is also a paucity of research dealing with the role of the teacher in bringing about desirable behavioural changes in his students.

One more important consideration, which stresses the need for further study in this area, is that in most cases the preoccupation of the researchers had been to probe into the personality of the teachers with the help of one or two tools of personality investigation. Perhaps no attempt has been made to study the personality of the teachers with the help of all the three methods of personality study... subjective, objective and projective. Moreover, researchers have generally confined themselves to survey methods with sporadic attempts at experimental setting. Few investigators have tried to apply the case study approach to the study of the teacher's personality. Hardly anyone employed the case study and causal comparative methods for and intensive study of the inter-relationships between teacher's personality, teaching success and the behavioural changes that they bring about in students.



Never too late for learning. Village women take time out of their busy households schedule to get together and take lessons in literacy from a couple of young trainers from the same village.

Tips on Study Abroad Opportunities in USA

Academic year : usually September to June

University entrance

Foreign students seeking admission as undergraduates to institutions of higher education in the United States of America should have at least completed their secondary education and be eligible for admission to a university in their own country. Foreign students applying directly to a particular American university or college for scholarship assistance should not that a separate application (supported by evidence of the required educational attainment) must first be made for admission to that institution as student.

Language

A good knowledge of English is essential and students whose mother tongue is not English are usually expected to have passed the Test of English as a Foreign Language (TOEFL). These tests are given approximately every three months at designated centres throughout the world (details obtainable from US embassies and consulates, and from United States International Communication Agency). Intensive English language and orientation programs for foreign students are offered by many institutions of higher education as well as by private language schools in the United States.

Information services

Institute of International Education (IIE), 809 United Nations Plaza, New York, N.Y 10017 provides exhaustive information and advice concerning study facilities, financial and other assistance available both to students and professionals from abroad for educational programs in the United States and to United States students and professionals for such programs in foreign countries.

The IIE also has overseas offices in:

"West Africa": c/o CAO for IIE Representative, US International Communication Agency, Washington D.C 20547; "South East Asia": Hong Kong Arts Center, 2 Harbour Road, Wanai, Hong Kong; AVA Language Centre, 179 Rajadani Road, Bangkok, Thailand;

"Mexico": Londres 16, Mexico 6, D.F;

"South America": Moneda 1467, Casilla 9286, Chile; All other inquiries should be addressed to the Director, South America Area, IIE New York; as well as to regional offices United States.

The United States International Communication Agency, Washington, D.C 20547 provides lists of binational commissions established in various countries to receive and review applications from persons wishing to study in the United States under special exchange programs.

National Association for Foreign Student Affairs, 1860 19th Street N.W., Washington, DC 20009.

United States embassies and consulates and offices of the United States International Communication Agency (USICA) abroad.

Foreign Student advisers are appointed on most campuses to receive and orient foreign students on arrival. Other wise incoming students should report to the Office of Admissions of institutions concerned.

Publications

(a) For Foreign students visiting the United States: "A Guide to Scholarships, Fellowships and Grants"; "A selected Bibliography," 6 pages, from IIE;

"Catalogue of Courses in Agriculture and Rural Development";

"Programs in the United States for Foreign Agriculturalists", free from Office of International Cooperation and Development, US Department of Agriculture, Washington D.C 20250;

"Community, Technical and Junior Colleges in the United States", 96 pages, from IIE; "English Language and Orientation Programs in the United States", 145 pages, from IIE;

"Fields of study in US Colleges and Universities", 332 pages, from IIE;

"Costs at US institutions of higher education", from IIE;

"IIE Newsletter" (monthly bulletin of IIE-related happenings), from IIE;

"Open Doors"; "Practical Guide for Foreign Visitors", 50 pages;

"Profiles: the foreign student in the United States", from IIE;

"Specialized study options: USA—a guide to short-term programs for foreign nationals", from IIE;

"Study in US Colleges and Universities"; "A selected Bibliography", 6 pages, from IIE;

"Summer learning options", USA, from IIE; "Training for African Development"; "Guide to Selected Graduate Programs in the US", from IIE. Courtesy: UNESCO

Global Language that Continues to Grow

by Alan Symes

AS the rapid advance of technology brings the countries of the world closer together, so the need arises for a common language to improve human understanding and help strengthen international relations.

There seems little doubt that English is the language moving most strongly in this direction," says Lord Pym, chairman of the English-Speaking Union (ESU) and a former Foreign Secretary.

It is estimated that 1 billion people in the world can perfectly understand spoken English and probably 100 million more have a reasonable grasp of the language in its spoken form.

In a recent speech Lord Pym pointed out: "The number of fluent English speakers in the world has more than doubled in 40 years and the increase is not principally among native speakers but

among those who use English as a second or a foreign language."

As an example, he cites Finland where 97% of schoolchildren learn English although the country is already bilingual, with Swedish as well as Finnish taught in schools.

Centres Worldwide

The growing appetite for English lessons has been greatly stimulated by the expansion of the European Community. It is estimated that some 600 000 students from continental Europe alone go to Britain annually to attend private language schools.

The British Council teaches English every year to nearly 70 000 students at its 55 language centres around the world, an educational operation that has experienced a growth explosion in recent years.

A tremendous increase in demand for English teaching is

reported in southern Europe and there are strong indications that eastern Europe is developing a similar appetite.

"It appears that most of the east European countries are seeking to establish English as their second language," said an ESU headquarters official. To assist, the British Council plans to open new language centres and expand its programme of assistance to local education authorities.

There are moves towards establishing self-governing ESU branches in Yugoslavia, Hungary, Poland and Czechoslovakia.

English is assuming an even wider role in the international diplomatic arena, particularly in the areas of north/south dialogue and meetings of the Association of South East Asian Nations (ASEAN). It is also the principal language of interna-

tional communications and the media.

Scientific Publications

Apart from its use for air traffic control, it is now also the official language of the sea. Research into Seaspeak by the ESU resulted in its adoption by the International Maritime Organisation in February 1988.

The language's role as an important vehicle in the spread of knowledge is also reflected in scientific and medical publications and areas such as computer science and international business.

Research shows that some 75% of the world's mail is written in English as is 80% of all the information stored in computerised databanks.

Especially useful for foreign students is a book, "The ESU Framework", pioneered by ESU director-general David Hicks to rationalise and simplify English language examinations. Regarded as a major

contribution to the international dimension of English teaching, the work involved cooperation by 16 commercial examining bodies.

English helps to provide cohesive communication in countries of south Asia and Africa. The African continent, for example, has at least 1300 languages of its own, only a few

spoken by more than a million people.

Usha Devi Rathore, India's representative on the ESU's international committee, has said English is helping to promote understanding and mutual respect by breaking down language barriers between the peoples of different nations and cultures. (LPS)

Planning Investment in Education: Problems and Strategies-II

A.H.M. Mahbulul Alam

WHERE education results in increasing future earnings of people, it is an investment in human capital in the form of abilities acquired through education. The productive capacity of labour is largely a "produced means" of production, so that human capital is the outcome of investments in which education forms a major part. Estimates of the rates of return of investment in education in the United States based on 1958 data 17; Table-(18) are as follows:

(a) Elementary 35 per cent.

(b) High school 10 per cent.

(c) College 11 per cent.

Based in internal rates of return to total resource investment in schooling, Hansen's estimates (8) show that the marginal rate of return rises rapidly from the completion of the seventh to eighth year of schooling, from a rate of about 9 per cent to 29 per cent. This marginal rate of return then declines for high schools and colleges; the eleventh to twelfth year of schooling shows a return of nearly 14 per cent, and the fifteenth to sixteenth year a strong 15 per cent.

The studies in the USSR indicated that (a) the elementary literacy given in a year of schooling raised a man's productivity by 30 per cent whereas the training of entirely illiterate workers at the factories and plants increased their productivity only by 12 to 16 per cent (9) and (b) the labour productivity of the persons having and four years of

schooling exceeds that of the illiterate persons by 43 per cent, the labour productivity having university education by 300 per cent respectively (10;347).

In the initial period of planned development of the USSR the prevalent thinking (similar to that of some of the planners and policy-makers in developing countries today) was that investment in machines was the most decisive factor in development. However, the difficulties experienced with untrained workers in operating the machines led to a reorientation in the plan policy.

75 per cent of the Russian population in 1917 could neither read nor write. Between 1920 and 1939 more than 57.5 million illiterate and 38.5 million semi-literate adults finished schools or courses in reading and writing compared with about 31.5 million finishing four-year elementary schools and seven-year junior secondary schools in the twelve years from 1924 to 1935. The contribution of education to labour productivity during 1940-60 is further indicated by the rise in national income of the USSR during this period from 33,000 million roubles to 146,000 million roubles in constant prices (that is, an increase of 338 per cent). 23 per cent of this increase (i.e. 33,700 million roubles) was the result of the raising of qualifications of the labour force. As a result the return on investment in educational development exceeded all other indices in the whole

country as far as is known, growing from 52 per cent to 144 per cent a year (11;10-1).

The striking progress made by Japan since the Meiji restoration in 1868 in her transition from a backward economy to the rank of one of the advanced nations of the world gave her a unique place in Asia. Both in her economic development and in her reconstruction after the Second World War Japan's achievement is attributed chiefly to the human factor as represented by her educated and trained manpower. Public expenditure in Japan amounted to 24 per cent of the total expenditure of the national Government, which is higher than that of most of the advanced countries. Like the United States, the USSR the UK, the German Federal Republic, France and Italy. Though Japan is not one of the countries with highest national income (her per capita income being approximately \$ US 350), she spends over 5 per cent of the national income on education. According to a study undertaken by the Ministry of Education in Japan, during the period of twenty five years from 1930 to 1955 increase in educational capital was estimated to have contributed 70 per cent of the 37 per cent increase in the national income (12;139).

The experiences of three countries in respect of the economic value of investment in education briefly reviewed in this paper relate to three different patterns of growth achieved in different cultural, social, economic and political conditions. But in all three cases investment in education proved to be highly effective as an instrument of economic and social growth.

It should, however, be recognised that research has not as yet gone so far as to enable us to say that a given amount of investment in a given type and level of education will lead to a given increase in the gross national product. Besides, the findings of the various studies in this regard related to the total cultural and social situation of the country concerned and also to its stage of development. In like manner it is not possible to separate the economic value of education from its social value. For example, motives, habits and attitudes of people play a crucial part in economic growth in as much as they determine whether the people will seek and achieve this growth. The major role played by education in bringing about the desirable changes in the traditional habits and attitudes essential for economic growth underlines the fact that education is also a vital instrument in inspiring progress, in raising the general level of aspiration and also in sparking the urges of drive and enterprise.

It is therefore of the very essence that goals of education must be thought of in terms of overall national development, including not merely economic growth but also human and social development, which derive their inspiration from the national ideals.

Villagers Preserve Christ's Language

The people of Maloula would be able to communicate with Jesus if he were to return to earth today

DAMASCUS: Ever-growing number of tourists — mostly Europeans — are visiting Maloula and Jibadin, two remote villages high up in the Syrian hills where people still speak Aramaic, the language of Jesus Christ.

The villages, six kilometres apart, are connected by a natural tunnel. Maloula, the larger of the two, has a population of about 6,000 most of whom are Greek Catholics. About 20 Muslim families live among them and they, too, have Aramaic as their mother tongue.

Maloula is set on the steep wall of a rocky cliff and lies hidden at the dead end of a gorge far from the main highway across the Syrian desert.

Along with the ancient, the villagers have also retained their biblical lifestyle. The villagers of Maloula and Jibadin have maintained their isolation from the turmoil of the world outside, and, seemingly, from the passage of time itself.

Oddly enough, the villagers have lost the ability to write their language and have retained only the verbal knowledge of it.

However, a movement has started to have Aramaic taught in the schools of these villages, along with Arabic which is acquired after the age of six. The aim is to preserve the Aramaic language.

Mud-brick and stone houses, many painted a pale blue, are piled one on top of the other along the sheer face of a cliff. Ladders or narrow mud alleys connect the buildings, some of which are grottoes hollowed into the stone hillside. Many grottoes are engraved with Greek writings from the First Century.

Women scrub their wash at a community pump. Children herd goats and the men tend the in hospitable land.

Because of the solution of the two villages, people still speak in their homes an Aramaic dialect directly related to Syrian.

This is the same so-called "Western" Aramaic in which Jesus addressed his multitude of followers as he moved through the Holy Land. Both

the Christians of Maloula and the Muslims of Jibadin maintain a special and living claim to the Holy Land.

The Aramaic alphabet derives from the Phoenician, which itself developed from Egyptian hieroglyphics. The Phoenicians, who had commercial dealings with Sual, apparently picked up the alphabetic idea inherent in the Egyptian single consonant signs and developed a complete system of twenty-two signs.

Many of the hamlets in Syria have Aramaic names, including Sednaya, which means place of hunting and "Our Lady." Both names are directly associated with the founding of the Notre Dame church of Sednaya.

Syrian authorities and linguistic experts at the American University of Beirut say that Aramaic was the language that Jesus spoke and that it survived here because the tiny mountain township was inaccessible until modern times.

According to Professor Kamal Saleeby, Chairman of the History Department at the American University of Beirut, "some things may have been altered over the centuries, but the people of Maloula would be able to communicate if Jesus were to return to earth to speak to them."

How long this unique characteristic can last, however, is difficult to judge. And it is the tourists who visit the village who may be helping destroy the very thing they are seeking.

To help accommodate them, a paved highway winds through the hills from Damascus to Maloula and a telephone line is strung alongside. A visitor is sometimes greeted by "hello" rather than the Aramaic equivalent, "Shaulalac."

There is a cafe on the main street and its sign reads in English "Maloula Cafe & Restaurant."

In time, the Syrians say, Aramaic will vanish from Maloula and Jibadin, to become another language of archeology known to a few scholars.