# Redesigning the Academic Role- The Emerging Dimensions of Knowledge Workers

### S.Gayathry

*Abstract The role of teachers is undergoing a paradigm shift in the present education scenario. During earlier days, teachers played the role of tutors and were highly subject oriented. They were not expected to do anything other than mere teaching. They were considered as instructors. With advancement in technology the role of the teachers became as that of a guide and the teachers were leading the students. In the present era of knowledge explosion, the teachers have to be facilitators. They learn along with the students. The role of the teachers has thus undergone a paradigm shift from that of instructors to leaders to learners. This paper makes an earnest attempt to study the role of teachers working for Government and Private Arts & Science Colleges and Engineering Colleges. An attempt has been made to study the association between the different parameters for evaluating the role of teachers working under various streams and different sectors.*

*Keywords: Teacher, Teaching Skills, Teaching Strategies, Classroom Management*

## I. INTRODUCTION

The role of teachers is undergoing a paradigm shift in the present education scenario. During earlier days, teachers played the role of tutors and were highly subject oriented. They were not expected to do anything other than mere teaching. They were considered as instructors. With advancement in technology the role of the teachers became as that of a guide and the teachers were leading the students. In the present era of knowledge explosion, the teachers have to be facilitators. They learn along with the students. The role of the teachers has thus undergone a paradigm shift from that of instructors to leaders to learners.

### A. Statement of the Problem

The teachers are the torch bearers in revolutionizing the education system of any country. They play a vital role in transforming the younger generation into responsible citizens. Teachers can influence the students to be proactive to face any type of situations in life. A teacher should not only concentrate on academic performance but should work towards the holistic development of students. A well equipped teacher can be very successful in moulding the students. The success of the student community is highly dependent on the caliber of the teachers. The role of the teachers are evaluated based on the following six parameters viz.,

1. Teaching skills
2. Teaching strategies
3. Classroom management
4. Subject competence and professional growth
5. Interpersonal relationship
6. Total contribution to the overall development of the institution.

### B. Need and Importance of the Study

The Indian education system follows a multi stream concept including Arts, Science, Commerce, Engineering, Education, Medicine etc. Arts & Science Colleges and Engineering colleges are predominant among the various streams. These two streams educate the majority of student community of any country. Government and Private sector go hand in hand in providing quality education to the younger generation. This paper makes an earnest attempt to study the role of teachers working for Government and Private Arts & Science Colleges and Engineering Colleges. An attempt has been made to study the association between the different parameters for evaluating the role of teachers working under various streams and different sectors.

### C. Objectives of the Study

- To evaluate the role of teachers using different parameters.
- To inspect whether there exists any association between different parameters of teaching among the teachers working under various streams and different sectors
- To suggest valuable propositions to the teaching fraternity based on the findings of the study.

### D. Review of Literature

The previous research works related various teaching learning methodologies were scrupulously scrutinized besides identifying the research gaps. An attempt has been made to review case studies and the work of individual researchers, magazines, journals, articles relating to the field of education.

Gayathry (2016), states that teaching is complete only when the learning is total. Under the traditional method of teaching, teachers were delivering discourses in the class. There was only one way communication. In modern day teaching, it was developed into a dialogue where the teacher interacted with individual students. Innovative learning environment is where the teachers and the students enter into a discussion. The Innovative learning environment leads to participative learning. Participative learning paves way for clear and better understanding.

**Dr.S.Gayathry\***, ProfessorDepartment of Management Studies SRM Institute of Science and Technology Vadapalani Chennai-600026

Allan et al. (2010), The Scholars have focused their attention on systemic reform as a way to support instructional coherence. These efforts are often layered on to existing social relationships between school staff that are rarely taken into account when enacting reform. Social network theory posits that the structure of social relationships may influence the direction, speed, and depth of organizational change and therefore may provide valuable insights in the social forces that may support or constrain reform efforts. This study aims to discuss this issue.

Kleyn and Valle , (2014)In an effort to better prepare pre-service candidates to work with all students and to respond to the current collaborative team teaching trend within New York City public schools, the authors who are professors of bilingual education and inclusive education/disability studies, respectively, combined their student teaching seminars in bilingual education and childhood education, in order to: (1) provide a model of co-teaching as well as an experience and perspective of being a student in a classroom with two teachers; (2) provide pre-service candidates with ongoing access to the expertise of two professors during their student teaching experience; (3) engage pre-service teachers in critical conversations about identifying and resisting deficit constructions of both emergent bilingual students and students with disabilities; (4) engage in a self-study of teaching practice within this collaborative context; (5) consider how well our respective programs currently prepare pre-service teachers. The Self-Study of Teacher Education Practices approach gleaned data from the co-instructors' weekly reflective journals and student evaluations to reveal multiple benefits of a collaborative classroom context for pre-service teachers as well as the professors. These benefits included a rethinking of academic structures, spaces for interconnectedness across fields, and increased professor and student learning. The findings challenge teacher educators to consider whether or not a traditional approach to teacher preparation truly offers pre-service teachers the tools to serve diverse students. The authors call on schools of education to transgress traditional academic boundaries to adequately prepare pre-service teachers for the 21st century classroom.

## II. THE ROLE OF TEACHERS-SIX PARAMETERS

Teachers are considered as the transformers of younger generation. The role of a teacher is undergoing a paradigm shift. It extends beyond the classroom and the teacher is expected to contribute his maximum towards the overall development of the institution.

### A. Teaching Skills

Teaching skills of a teacher are evaluated based on the ability to create and maintain a positive atmosphere for learning. Positive atmosphere can be created and maintained by encouraging the students to express their ideas, to examine the pros and cons of their opinions and to evaluate the existing value system. The teacher should attempt to develop empathy among the students. A reasonable measure of humour should also be encouraged in the classroom. The students should be praised and appreciated on their achievements. They should be commended for better performance. Constructive criticism will encourage the students to reach greater heights.

After creating a positive atmosphere, the role of the teacher extends to provide a motivational environment for the students. This can be achieved by the teacher through an enthusiastic approach towards the lessons. The voice modulation and the body language of the teacher have a greater impact on the motivation of the students. The teacher apart from discussing the lessons should also concentrate on discussions relating to topics of student interest and also current events. The teacher is responsible to encourage and motivate the students to develop the attitude that a job worth doing is worth doing well.

Further, the teacher should concentrate on maintaining a judicious balance between teacher-centered and student-centered activities. The teacher should see to that each and every student is involved in the class activities.

The questioning techniques adopted by the teachers should be very effective. The questions posed by the teacher to the taught should be clear and concise. The questions should induce the students to use a variety of cognitive processes in answering. The teacher should accept the answers in such a way as to encourage further student participation.

The teacher can use techniques that make clear the purpose and content of each and every lesson. This can be done through using summaries, reviews and overviews to ensure that students are able to place units in perspective. The important points in every lesson should be emphasized.

### B. Teaching Strategies

Teaching strategies are the means to achieve the end objective of teaching skills. Teaching skills refer to what is expected out of a teacher or the outcome of teaching. Teaching strategies guide and help the teachers to excel in their skills as a teacher.

The teacher is expected to use varied and effective methods of presentation appropriate to the lesson content. A lesson plan preparation considering the teaching strategy to be adopted to achieve the objective of the lesson will be of great use to any teacher. The use of Socratic questioning, group discussions, laboratory techniques, panels, demonstrations, lectures, role playing, team teaching, independent study, debates and simulation games will kindle the interest of the students and will lead to participative learning. Usage of audio visual aids and illustrative materials will complement the traditional teaching methodologies.

Adequate oral and written assignments requiring analytical and critical thinking can be given to the students. Individualized assignments will be more effective than general assignments given to the entire class as a whole. The focus of the assignments should not be towards memorizing and reproducing of the facts. The assignments should necessitate the students to comprehend ideas, apply these ideas, analyze, synthesize and evaluate information.

Proper and unbiased evaluation is the secret of success behind effective teaching.

Evaluation should focus on improving the teaching skills of the teacher and the learning skills of the taught. The student achievement is one of the greatest measure to evaluate the teaching effectiveness. Tests are used for both diagnosis of student problems and evaluation of their progress. The evaluation methods should place an emphasis on the growth of the individual students towards their specific goals and objectives. The student evaluation results are to be used to determine the suitability of the objectives of the teachers to plan their future course of instructional objectives. The testing procedures have to be constantly modified and improved. The community resources can also be utilized to enrich the classroom programme. Expert lectures and field trips will enhance the subject knowledge and will lead to better understanding of the subject taught. The students should be finally given an opportunity to evaluate the entire programme by way of constructive criticism.

### C. Classroom Management

Teaching skills and teaching strategies will be futile without proper classroom management. The classroom procedures have to be designed to develop a positive learning environment in the classroom. The students should be aware of the standards of classroom behavior. Every student should be encouraged to develop self-discipline. The disciplinary procedures are to be based on respect for the right of others. The teacher should completely avoid destructive criticism, ridicule and sarcasm. The use of fear as a motivating factor should not be used by the teacher at any cost. The teacher should maintain a high standard of decency and use courteous language in and outside the classroom.

### D. Subject Competence and Professional Growth

The role of a teacher extends beyond the classroom. A teacher should constantly strive to develop the subject competence and should also focus on upgrading his professional growth. The teacher is expected to improve himself by doing additional subject related courses, organizing and attending workshops, seminars and conferences, publishing in national and international refereed indexed journals. Research and publication are the watchwords for the present day teachers. A teacher should take active part in continuing curriculum development and be aware of curriculum innovations in his subject area. Teachers should actively participate in discussions relating to philosophy and objectives of the program. They should also critically question about the methods, procedures and materials employed in terms of their value in achieving the overall objectives of the institution.

### E. Interpersonal Relationship

Interpersonal relationship is the essential quality of any teacher. The teacher is expected to be consistently fair and impartial with the students. The dignity of each and every student should be respected by the teachers. The teacher should respect the point of view of the students even if it is disagreed. Criticisms can be done in a discrete manner concentrating on correcting the improper behavior. Rewards and punishments are to be used at the appropriate situations. The teacher should help the students to emerge as socially responsible citizens. The teacher should help the students to build self confidence. The teacher should provide support and encouragement when students experience disappointment and failure. The teacher should try to understand the special needs and interests of each and every student. The teacher should always be an approachable person who is available with a sympathetic ear when needed.

The teacher is expected to maintain a cordial relationship not only with the students, but also with the colleagues. He should make a genuine effort to meet and help new staff members. The teacher is expected to be a part of all institution building activities. Parents of the students are also included in the list of stakeholders of any educational institution. The teacher should ensure that parents are informed of situations requiring special attention. The teacher is expected to present his institution and his teaching profession always in a positive manner.

### F. Total Contribution to the Overall Development of the Institution

In addition to the regular teaching assignments, the teacher should accept additional duties within the institution. The teacher should help the students for their holistic development by making his time and talents beyond the classroom by helping them to participate in co curricular and extracurricular activities. The teacher should encourage the students to take action to improve the environment of the institution and to respect the property of the institution and that of others. The teacher should show concern for the total welfare of the students rather than achievement in a particular subject. The teacher is also expected to take corrective action outside the classroom if required. The teacher must accept the administrative decisions in good faith and make use of the proper channels to suggest modifications to those decisions which are disagreeable to him. The teacher must always discourage harmful gossip and chronic complaining in the staff room. The teacher should support the policies of the institution and also ensure that the students understand and adhere to such policies. The teacher should also communicate the reaction of the students towards such policies and should suggest modifications wherever applicable.

### III. RESULTS & DISCUSSION

The study aims to analyse the association between the different parameters for evaluating the role of teachers working under various streams and different sectors.

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**Table I**
**Sector-Wise & Stream-Wise Classification of Respondents**

| Sector / Stream | Government Colleges | | Private Colleges | | Total | |
|---|---|---|---|---|---|---|
| | Frequency | Valid percentage | Frequency | Valid percentage | Frequency | Valid percentage |
| Arts & Science College | 25 | 25% | 25 | 25% | 50 | 50% |
| Engineering College | 25 | 25% | 25 | 25% | 50 | 50% |
| Total | 50 | 50% | 50 | 50% | 100 | 100% |

From the above table, it is obvious that 25% of the respondents work for Government Engineering colleges and 25% of them work for Private Engineering Colleges. Out of the remaining, 25% work for Government Arts & Science Colleges and 25% work for Private Arts & Science Colleges.

**TABLE II Association between Stream and Teaching Skills**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 4.798 | 4 | .309 |
| Likelihood Ratio | 4.861 | 4 | .302 |
| Linear-by-Linear Association | .005 | 1 | .943 |
| No. of Valid Cases | 100 | | |

**TABLE III**
**Association between Sector and Teaching Skills**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 6.099 | 4 | .192 |
| Likelihood Ratio | 6.245 | 4 | .182 |
| Linear-by-Linear Association | .628 | 1 | .428 |
| No. of Valid Cases | 100 | | |

From the above tables, it is clear that there is no association between the teachers working for Arts & Science Colleges and Engineering Colleges whether government or private and their teaching skills. Both of them exhibit similar type of teaching skills in imparting knowledge to their students.

**TABLE IV Association between Stream and Teaching Strategies**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 1.753 | 4 | .781 |
| Likelihood Ratio | 1.766 | 4 | .779 |
| Linear-by-Linear Association | .441 | 1 | .507 |
| No. of Valid Cases | 100 | | |

**TABLE V Association between Sector and Teaching Strategies**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .645 | 4 | .958 |
| Likelihood Ratio | .648 | 4 | .958 |
| Linear-by-Linear Association | .282 | 1 | .595 |
| No. of Valid Cases | 100 | | |

From the above tables, it is clear that there is no association between the teachers working for Arts & Science Colleges and Engineering Colleges whether government or private and their teaching strategies. Both of them follow related type of teaching strategies to impress upon the students.

**TABLE VI Association between Stream and Classroom Management**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 9.178 | 4 | .057 |
| Likelihood Ratio | 10.159 | 4 | .038 |
| Linear-by-Linear Association | 6.325 | 1 | .012 |
| No. of Valid Cases | 100 | | |

**TABLE VII**
**Association between Sector and Classroom Management**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 11.109 | 4 | .025 |
| Likelihood Ratio | 12.132 | 4 | .016 |
| Linear-by-Linear Association | 7.727 | 1 | .005 |
| No. of Valid Cases | 100 | | |

From the above tables, it is clear that there is no association between the teachers working for Arts & Science Colleges and Engineering Colleges in managing their classroom activities. Both of them manage their classes effectively and efficiently. But, private college teachers have a better class control than the government college teachers.

**TABLE VIII Association between Stream and Subject Competence & Professional Growth**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .000 | 4 | 1.000 |
| Likelihood Ratio | .000 | 4 | 1.000 |
| Linear-by-Linear Association | .000 | 1 | 1.000 |
| No. of Valid Cases | 100 | | |

**TABLE IX . Association between Sector and Subject Competence & Professional Growth**

| | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 17.014 | 4 | .002 |
| Likelihood Ratio | 18.226 | 4 | .001 |
| Linear-by-Linear Association | 12.927 | 1 | .000 |
| No. of Valid Cases | 100 | | |

From the above tables, it is clear that there is no association between the teachers working for Arts & Science Colleges and Engineering Colleges in their subject competence and professional growth. . Both of them are equally competent in their subject area and are more focused towards their professional growth. But between government and private, the government college faculty members are very strong in their subject area and work consistently towards their professional growth.

**TABLE X Association between Stream and Interpersonal Relationship**

|  | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | .299 | 4 | .990 |
| Likelihood Ratio | .300 | 4 | .990 |
| Linear-by-Linear Association | .016 | 1 | .899 |
| No. of Valid Cases | 100 |  |  |

**TABLE XI Association between Sector and Interpersonal Relationship**

|  | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 19.483 | 4 | .001 |
| Likelihood Ratio | 21.193 | 4 | .000 |
| Linear-by-Linear Association | 10.102 | 1 | .001 |
| No. of Valid Cases | 100 |  |  |

From the above tables, it is clear that there is no association between the teachers working for Arts & Science Colleges and Engineering Colleges as far as the interpersonal relationship is concerned. Both of them maintain a cordial interpersonal relationship between their peers and students. But between government and private, the government college faculty members maintain better interpersonal relationship among their management, peers, students and other stakeholders.

**TABLE XII Association between Stream and Total Contribution to the Overall Development of the Institution**

|  | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 10.787 | 4 | .029 |
| Likelihood Ratio | 12.171 | 4 | .016 |
| Linear-by-Linear Association | 6.571 | 1 | .010 |
| No. of Valid Cases | 100 |  |  |

**TABLE XIII Association between Sector and Total Contribution to the Overall Development of the Institution**

|  | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 1.094 | 4 | .895 |
| Likelihood Ratio | 1.102 | 4 | .894 |
| Linear-by-Linear Association | .655 | 1 | .418 |
| No. of Valid Cases | 100 |  |  |

From the above tables, it is clear that there is a strong association between the teachers working for Arts & Science Colleges and Engineering Colleges as far as the total contribution to the overall development of the institution is concerned. The engineering college faculty members contribute their maximum towards the overall development of the institution. But there is no association between government and private college faculty members with regard to their total contribution to the overall development of their institution. Both of them are same in contributing towards the overall development of the institution.

## IV. FINDINGS OF THE STUDY

The private college faculty members should concentrate more on developing their subject competence and work more towards enhancement of their professional growth. The management of private colleges is concentrating more on physical infrastructure development. They should also work towards developing their intellectual infrastructure. This is high time for the private college management to take up this issue and conduct more number of faculty development programmes and workshops to hone the subject competence and professional skills of their faculty members. Knowledge sharing will lead to better professional development. The private college faculty members should try to build up on their inter-personal skills through constant interaction with their peers, student and other stakeholders. The Arts & Science college faculty members should work more towards the overall development of the institution.

## V. CONCLUSION

Teachers are definitely the pillars of support for the educational development of any country. The entire student community depends on their teachers for their scholastic development. Teachers have to play a very responsible role in bringing up the younger generation of the country. They have to be role models for their students. Dr.A.P.J Abdul Kalam wanted to be recognized more as a teacher than as the First Citizen of the country. Every teacher learns while teaching and every student teaches while learning.

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### AUTHORS PROFILE

**Dr.S.Gayathry,** M.Com.,M.Phil., B.Ed.,Ph.DPublished 30 papers in International Journals Resource person for 2 workshops Panelist for National Seminar Received awards for Best Paper Presentation & Best Teacher

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