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Lenka Pelcerová
VŠB-Technical University of Ostrava,
Czech Republic

STUDENT PERCEPTION OF TEACHER'S PERSONALITY

Introduction

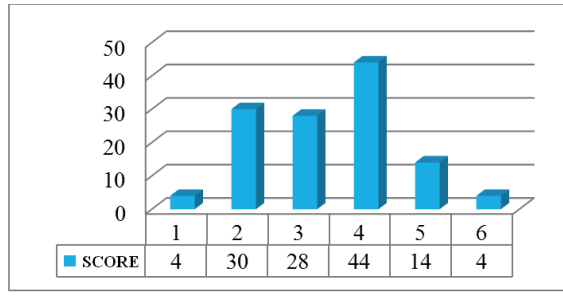
Teachers are often exposed to stressful situations, which gives them minimum time to rest and mental preparation. Nowadays, formation of stress is influenced by various factors, such as large number of students in class where the number of problematic students is growing; austerity measures which has to be dealt by school and teacher; number of lessons etc. Except these stressful situations, teachers face increasing demands and requests then reflected in quality of their work. Especially, there are also demands on their skills and abilities to flexibly and correctly react when working with information, their effective search, and reception and processing. Forth between these requirements and demands can be sorted e.g. endurance, consistency, justice, conscientiousness etc. Depending on how teacher can cope with the requirements and how he can cooperate with students, induces subjective students' view not only on his work but also on his personality. Trend of current society is emphasis on flexibility, originality and new approaches. That is why is teachers' duty to prepare students for creative thinking and independency in course of seminars, not to be afraid to experiment and to try new and alternative approaches.

Questionnaire investigating information on how selected students perceive work of the current university teachers

The questionnaire which was used as a research method was anonymous. The questionnaire included 15 questions focused on university teachers; from which 10 were formed on scale 1 to 6 and 5 questions were "open questions". The sample consisted of 124 students of VŠB-Technical University of Ostrava of which 71 were from second year and 53 students from 3rd year. From which 86 men and 38 women.

Question No. 1 (Graph 1): Subject that I attended was in my opinion led by teacher: uninteresting, boring, very interesting.

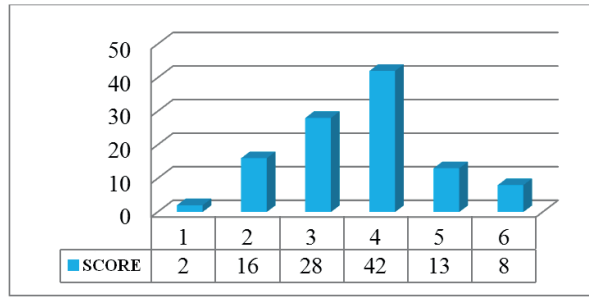
Graph 1



As you can see from Figure No. 1, most of the answers are around the mean value, which says that subject was led not in very attractive way for students.

Question No. 2 (Graph 2) – What is the classroom environment – with possible answers – unduly noisy (student interference), creative, inspiring (moderated by teacher)

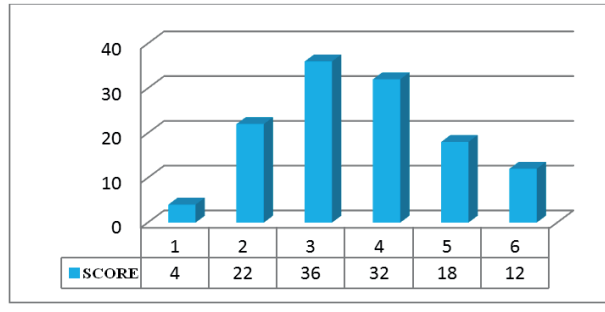
Graph 2



This question was answered mostly with answer No. 4 and then followed 3, 2 and 5. We can assume that students consider the environment slightly creative and inspiring.

Question No. 3 (Graph 3) – understandability of given lectures – most of the lecture scope was for me – incomprehensible, fully understandable.

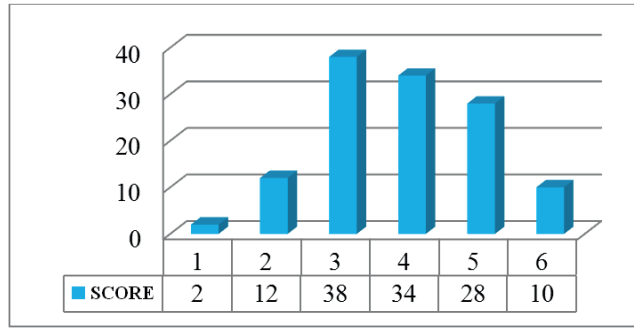
Graph 3



From Graph 4 is visible that answer 3 was strongly represented, followed by 4 and 2. We can conclude that the teaching subject was not fully understood.

Question No. 4 was focused on communication leading between teacher and students. The question was "Communication between teacher and students was in this lecture following: non-negotiable – mutual respect, understanding, humorous". For the result, see Graph 4.

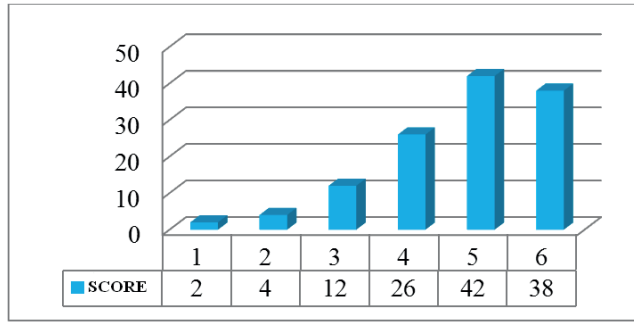
Graph 4



According to the result, the communication between teacher and students was led in way of mutual respect, understanding and also with humour. From this could be concluded that communication is in friendly spirit. Quote from publication of Miklošíková[1] – "Optimal function of interpersonal relationships in course of lesson are condition of creative atmosphere in classroom. Atmosphere is influenced by various factors, from which pedagogical style belongs among most discussed".

Question No. 5, questionnaire was focused on students 'questions – whether were answered by teacher or not. The question was: Students 'questions to teacher that did not understand the subject were: overlooked, ignored, and always answered.

Graph 5



Students were satisfied with the response to their teacher's questions about the topic that understand, which shows us graphic expression. 38 students were fully satisfied with question answering. It was followed by grade 5 that was chosen by 42 students and grade 4 (26 students).

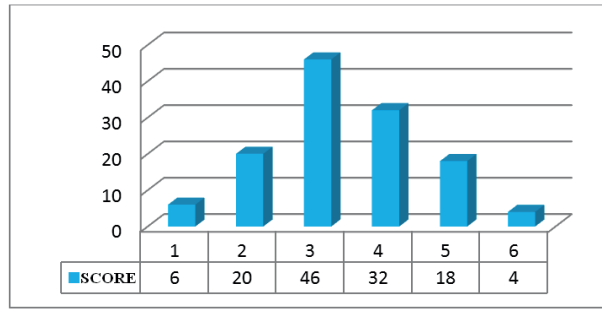
On teacher appearance was focused **question No. 7**, which was: The teacher's overall look was; with possible answers: untidy, appropriate. This question was answered positively. Grades 5 and 6 were given by 86 students from total 124.

[1] M. Miklošíková, *Kreativita a učitelství odborných předmětů*, Ostrava 2009, 183 s., ISBN 978-80-248-1952-5.

Question No. 8 evaluated teacher's speech – What was your impression from teacher's speech? The choice of answers was – incomprehensible, incomplete, understandable, loud enough, and comprehensive. Only 4 students evaluated the teacher's speech as understandable and comprehensive. Mostly (56) students chose grade 3, 20 chose grade 4 and 18 chose 2. It could be said that teacher's speech was evaluated moreover negatively.

Question No. 10 (Graph 6) was focused on, how the lesson is led. The question itself was: "Lesson is led with predominance of" mechanical transmission of information, with emphasis on the practical application of new knowledge.

Graph 6



This question was evaluated mostly by grade 2-5, where 3 was chosen by 46 students. We may conclude that teacher still takes in mind using new knowledge in praxes only partly and nowadays mechanical transmission of information still prevail.
Other questions were focused on how the education is led. Among most frequent answers to question "What 3 negative remarks to your teacher you have" were these: unintelligibility (27), weird acting (20), cannot work with students (16).
To the question "What are your 3 positive comments to the teacher", students answered as follows: Nice manner in the classroom (22), always well dressed (20), and versatile educated (12).

Conclusion

Being a teacher means to be able to learn and understand educational environment, students and also himself, to be able to sensitively react on school situations, to propose and realise optimal educational strategies. It is expected from university teachers, as educators of adults, pedagogical and professional competence. Every university teacher should realise, whether his teaching abilities, skills and competencies are sufficient and convincing in course of educational process and whether he has still enough to offer.

Selected set of students positively evaluated stated criteria for getting a credit and test, furthermore appreciated excellent professionalism, teacher overall appearance and his interest to answer all students' questions. On the other hand, among the negatives they mentioned weird behaving, incomprehensibility and mechanical transmission of information. Teachers' spoken quality is one of the crucial aspects of effective teaching. We should keep in mind that in a very beginning of educational process shall be formed ability to work with information in meaning that not only search and mechanical transmission, but mainly their

proper processing, their application etc. Furthermore, related class climate set by teacher has crucial influence on students' motivation and their attitude to teach. Therefore, also teachers' themselves shall have desire and commitment to become active teachers, which means to prepare professionally and grow in their entire life.

Lenka Pelcerová

Student perception of teacher's personality

The subject of teacher education is of experts' particular interest and extensive discussions, involved in the preparation of future teachers. Teaching of technical subjects has its specifics and it is necessary to look for a teaching method that best reflects the latest trends in technology and information technology. Especially for students of technical courses, the choice of correct and familiar resources is significant for a successful, creative and interactive lecture leading.

Key words: university teacher, college student, pedagogical competence

Osobowość nauczyciela z punktu widzenia studentów

Kwestia kształcenia nauczycieli wywołuje wielkie zainteresowanie ekspertów zaangażowanych w przygotowanie zawodowe przyszłych nauczycieli. Nauczanie przedmiotów zawodowych ma swoją specyfikę i należy szukać takich form kształcenia, które najlepiej odzwierciedlą najnowsze trendy w technikach i technologiach informacyjnych. Dobór odpowiednich form kreatywnego, interaktywnego nauczania jest szczególnie istotny w przypadku studentów kierunków technicznych.

Słowa kluczowe: wykładowca, student, kompetencje pedagogiczne

Translated by Antonín Roják