

Potential Aspects of Teaching the Role of a Teacher

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Received: 24-01-2025

Revised: 20-02-2025

Accepted: 02-03-2025

Published: 11-03-2025

ABSTRACT

Motivation, interest, and attention are foundational elements of effective teaching and learning. This study explores the pivotal role of teachers in enhancing these psychological and behavioral factors to promote meaningful education. Findings indicate that motivated and emotionally intelligent teachers inspire students to develop sustained attention, intrinsic curiosity, and self-driven learning habits. The research highlights that teaching strategies incorporating positive reinforcement, collaborative learning, and contextualized instruction increase classroom engagement and retention. Teachers' ability to connect emotionally and intellectually with students strengthens learners' interest and concentration. Furthermore, the paper emphasizes the importance of adaptive pedagogy that considers diverse learner profiles. The study concludes that the teacher's role extends beyond instruction—acting as a motivator, facilitator, and guide who cultivates enthusiasm, attention, and the desire to learn continuously.

Keywords: Teachers, Psychological and Behavioral Factors, Education

INTRODUCTION

Contents, Instructional Strategies, Instructional skills and Classroom management are four elementary constituents of teaching methodology which make teaching easily and effectively go. Motivation interest and attention form a sound basis of the third constituent i.e. instructional skills. Motivation, interest and attention is a triangle which have a great bearing on teaching practice. Without these three important components, teaching fails to yield desired fruits. Teaching, in fact, is a bipolar process, which can be rendered more effective and result-oriented with the help of these three components. It is, therefore, essential that a teacher should know thoroughly his students, their intellectual development needs and motives. Without this background, a teacher cannot modify the cognitive and affective behavior patterns of his students. He cannot effectively promote learning and develop their personalities positively. In short, a teacher has to have an understanding of students, their abilities, their limitations and aspirations in order to make teaching effective and interesting in the classroom.

POTENTIAL ASPECTS OF TEACHING

This article has endeavored to briefly focus on three potential aspects of teaching i.e. motivation, interest and attention and the role of teacher in developing and strengthening these elements for making teaching easily and effectively go.

Motivation

Motivation plays a significant role in the teaching process. Teaching in fact, is very much related to motivational process and its principles. Therefore, acquiring knowledge about the nature and process of motivation is a must for a teacher, "because it not only enables him to control the behavior of students in an effective fashion, but also facilitates teaching process."(1)

Teaching, if it is not properly charged with motivation, fails to yield desired results. Thus, it is a dynamic and purposive process which prompts and directs students to an activity as well as determines the level of activity.

Age of adolescence is the age of carelessness. In this age, a thickest majority of students takes things lightly. Hence, it happens to be much difficult to motivate them to studies. However, by adapting the following techniques, students can be motivated:

(i) Incentives

Incentives play a pivotal role to motivate the behavior of a student.

Incentives of all types may influence the behavior and motivate a Student to learn and work. Incentives, as a matter of fact, determine the extent to which a student gets motivated towards the learning. Incentives try to change, as has been found, the capacity of a student to learn and work. By virtue of better incentives, "*the level and amount of effort in a Student may be enhanced. A praise from teacher may serve as an incentive for a student and may prompt him to keenly learn and work hard.*"(2)

Following types of incentives play a decisive role in getting a student motivated to work and learn in an effective manner:

- (a) Clapping
- (b) Prizes
- (c) Highly encouraging remarks
- (d) Telling stories
- (e) Visit to garden or lawn
- (f) Use of labs (especially that of computer lab)
- (g) Encouragement and appreciation; and
- (h) Small gifts like stickers, pencils, sharpeners, pens, autograph books etc.

(ii) Goals

Goals make students motivation-oriented. A teacher may "*intensify students to reach a goal. He may set in the raw minds of students such gouts like they have to play important role in all facets of national life by joining armed forces, by getting themselves selected in civil services through Competitive examinations and other fields of their own liking.*" (3)

The frequent reminder of goals prompts students to activity." Thus, they become much particular and punctual to their studies and carefully plan and seriously think about their future and career.

(iii) Vim and vigor

Vim and vigor can be increased in a student by a teacher: The attitudes values, personality and understanding an the part of a teacher can serve as. motivating agents for a student. Teacher may develop and encourage curiosity and goal-seeking behavior which may activate the student to learn, explore or initiate. Plus this, a teacher may serve as a medium that will arouse behavior and activity in a student.

(iv) The Quality of Environment

The quality of environment, in which a student studies, may serve as an important source of motivation. A stimulating environment leads student to the path of effective and serious learning. Such an environment "*appeals to the ego of the student and the ego can motivate a student to push forward.*"(4) Environment, if good, can secure the attention of a student and enable him to develop interest and enthusiasm in his studies. The environment any arouse his attitudes and attitudes have cemented relationship to motivation. Thus, it may be concluded that the quality of environment, in which a student lives, may become a strong factor in determining and Sustaining motivation in a student.

(v) Proper Care

Proper care may serve as a motivating source in the sense that it can arouse and determine the activity and the ability of a student to learn.

The child is an aspiring, dynamic and thrilling individual. He has a total personality. Care has to be taken that he is not ignored as a non-entity. Level of mental activity and the level of motivation is best ensured by proper care and affection.

Interest

Since interest can be looked upon as the gravitation of learning, its psychological components and sustenance are the major problems of teachers in the class. room. Among the teaching problems, "*the method of evoking the interest among children is engaging the attention of every teacher. So, to get the Children interested in the work the method of presenting the material in good fashion, are topics about which teachers are exercised, Teachers also want to know how to stimulate the students to study effectively.*"(5)

Teacher, in his teaching process, is primarily concerned with motivating his students and stimulating them to work hard. The presentation of material before the students in an interesting manner and making it timely and absorbing are the problems of a teacher.

The reasons for the lack of interest in students may be manifold. Students may lose interest, or never acquire an interest in their studies for reasons that centre in the subject, in themselves and in the teacher. The cause of disinterest may be any one of them or most of them. Though, a student, at the higher stage, should develop interest himself, younger students have to be motivated to work. The value of the threat of failure as a motive may also create disinterest among students. Qualities and characteristics of incentive and motives may also boost the interest among the students. Use of audio visual aids in teaching also arouses interest in the

students. It helps successfully in capturing the interest and attention of students. The use of audio visual aids is not to replace the teacher, as some contend, but to reinforce teaching and thereby enrich it.

Other means of arousing interest among students are:

- (i) To appeal to their instincts because instincts generally lay down the circle of interests.
- (ii) To repeat a lesson as it evokes interest.
- (iii) To introduce variety of ideas..
- (iv) To be have Sympathetically.

(v) Teacher should endeavor to present the material to be learnt in an interesting and sometimes novel context.
(vi) The material should be meaningful to the child and should be goal directed.
(vii) Learning situation should be one in which there is opportunity for active participation of all students.
(viii) The atmosphere in the class-room should be friendly and permissive.
(ix) Teacher should equip himself with the latest knowledge on a particular topic/Subject. This largely helps to evoke interest.
(x) Teaching should be made too soft and too interesting so that a topic could become interest-centered. Thus, in a number of ways, interest may be used to facilitate teaching and learning. By applying the techniques, discussed above, the teacher could transform schooling from drudgery to an exciting exercise.

Attention

Attention may be defined as a process of attending to the stimuli. Stimuli strikes the sense and secures the attention of children. Attention is also defined as the act of concentrating the mind upon an object.

It is a common observation that attention is a necessary condition for any mental task. Attention gives, "*a mental set or a state of alertness for a task to children. Attention process in a Child enables him to sense or perceive selected events, conditions or think about an event.*"(6)

In order to render learning effective, the teacher has to ensure condition which would sustain the attention of students.. The teacher himself should be an embodiment of attention inducing device. He should, "*hold a position in the classroom in such a way that his manners and gesticulation should not be disturbing. He should not also pace in the classroom like a lion in the cage and should not indulge in dramatic poses.*"(7)

The following methods should be adopted to solicit the attention of students in the classroom:

- (i) Learning should be rendered stimulating. This could be done by Creating proper apperception and mental sets in students. The new should be joined with the old and thus attention should be secured. Novelty and familiarity Should be Created in the lessons.
- (ii) Introduction of Change at appropriate time is also conducive to attention. The lesson should present different aspects to the learner.
- (iii) Practice of repetition, when required, should be resorted to. However, injudicious repetition may not yield attention indiscriminate repetition may bring monotony and may thereby produce inattention.
- (iv) Teaching methods adopted by a teacher should be such that they evoke interest in the subject matter. The teacher Should question inattentive students and call for collective answering. The routine should be broken, recapitulation undertaken, illustrations and examples introduced.
- (v) Teacher must prepare for the lesson well and in advance.
- (vi) Teacher should make use of the audio-visual aids as frequently as possible..
- (vii) Mutual participation in the lesson should be ensured in the classroom.
- (viii) The teaching should be such as to relate the Subject matter at the hand to the actual life situations.

CONCLUSION

From the discussion, made in the preceding paragraphs, it is crystal Clear that the role of a teacher is not restricted merely to enable students to pass the examination, but the real job of an ideal and professionally-Committed teacher is the development of intellectual level of the students. This is possible only with motivation, interest and attention. Since these three factors play a role of backbone in the whole teaching process, imparting good education without them is not practically possible.

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