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## **The role of the Teacher in the Educational Process**

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### **Abstract**

This paper aims at analyzing important factors that prove to have an impact on the teaching and the learning process. The main issues to be examined here are: the way in which the classroom is organized, the relationships developed among students within the multicultural environment of the modern classroom along with the skills and the guidance exercised by the teacher during the teaching process. It can easily be inferred that not only are there are some fundamental qualities and characteristics that a teacher should own, but there are also basic principles he should follow in order to perform teaching successfully and effectively.

**Keywords:** Education; Teaching; Role of Teacher; Learning Process.

### **1. Introduction**

It goes beyond a shadow of a doubt that there are vital factors that influence students' learning during instruction. There is a significant amount of research that focuses on factors such as: the duration of instruction, the value of preparation prior to instruction, the careful design of learning activities, the role of teachers and trainers, and last but not least, the need for effective assessment after the completion of educational programs. At this point, other researchers report that the integration of cultural and ethnic characteristics in the design of learning activities, especially in the multicultural environments of the modern classroom has proved to be of equal significance in the entire learning process [4]. From a general perspective, the teaching design and methods implemented should be mainly based upon group work, the development of interpersonal relationships and the cultivation of relationships of mutual trust, understanding and cooperation. Bolling [2] and colleagues claim that there is a need to study the interactions, the correlations created among individuals within the group and take them into account while designing outdoor education programs.

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Research should focus more on the processes and social interactions among team members, because these appear to determine the development and the outcome of outdoor education programs. But, it cannot be disputed that the main factor in the learning process is the teacher who is to motivate and direct the students to acquire knowledge. It depends on him whether the students' interest will be highly stimulated and kept alive during the teaching process and whether the teaching content is related to the students' interests and needs [5]. Moreover, the teacher helps his/her learners to work with and to motivate their interest for the learning process. Bognar and Matijevic [3] claimed that a teacher is an organizer and plays an important role in the process of the education; because the teacher knows how to guide the students and has a good experience in the educational field to take the right steps in the educational process. In this paper, we will thoroughly analyze the role of the teacher in the learning process and what steps and basic principles he must follow in order to perform his work both successfully.

## **2. The role of teacher in the learning process**

The role of the teacher in the learning process is crucial. Not only does he contribute decisively to the acquisition of knowledge and experiences, but he also promotes the effectiveness of formal schooling. In the learning process, the teacher is the guide, the leader, a source of experience and knowledge and a valuable supporter. Since students are expected to be responsible for their own learning, the teacher should abandon the authoritarian style he may have adopted and strive instead, in order to become an integral member of the group in progress. Students gather strength and accumulate energy when the original promise of their freedom and autonomy starts being a reality and not just a promise. When the students manage to acquire and cultivate their self-determination, then the teacher's intervention as a leader can be regarded as essential in situations where the group does not have the ability to overcome the obstacles it encounters [7]. While considering the role of the teacher in the learning process, one should firstly try to answer some critical questions

- A) How much and what kind of experience does the teacher have in planning and implementing effective methodology in the learning process?
- B) What is the definition of the term "success" as used by the teacher? What does success mean for the teacher and under what terms and conditions can it be achieved?
- C) What is the purpose of the activity for the students?
- D) To what extent has the teacher invested in guaranteeing that there will be specific learning goals and output accomplished for students?

These questions can help teachers explore any preconceptions they may have about the curriculum or discover areas where they have not completely abandoned control over learning and start to allow a certain freedom for students. According to Warren [7], students should have all the information they need so that they can make responsible choices and direct their own learning. In this case, the teacher should provide students with an accurate description of the course and a detailed introduction to the capabilities, skills and weaknesses of the class. Furthermore, the teacher should provide an accurate vision for his class, referring to the way in which he

envisions the latter to function throughout the educational program, suggesting precise and realistic learning objectives and describing what students may expect from such a learning endeavor. The teacher should facilitate the first steps in each stage of such a demanding learning program which is based upon experiential learning.

### ***2.1. Basic teaching principles that the teacher should follow***

One should not overlook the fact that there are some basic teaching principles that the teacher must follow in the course of his teaching. More specifically speaking, the teacher should set clear and solid rules from the beginning of the learning program. These rules should be set in cooperation with the students and all participants should respect and apply them. Moreover, the teacher should allocate time in the educational program and invest in basic principles of organization and functioning of the work and learning groups. He should show and teach students how to think as a group so that they succeed and achieve what they are expected to learn. He should teach students how to make decisions and how to reach an agreement when opinions are divided. He will achieve this by training his students to make simple decisions so that they gradually end up making more complex ones [2]. Another basic principle a competent teacher should apply is that he should assign possible leadership roles both at the beginning and during the course of the training program to members of the group, such as: advisors of other members, members who are to summarize activities carried out so far by the team and members which will see that rules, responsibilities involved and procedures that are expected be followed so that the desired results are accomplished, are respected and obeyed. The teacher's role in the problem solving process is also important. The teacher should provide students with every opportunity to try and solve problems on their own, starting first with solving very simple problems and gradually ending up solving more complex ones. Finally, feedback, assessment and debriefing are of major significance because assessment and evaluation are key components of the learning process. Therefore, the teacher should ensure that assessment and debriefing procedures are performed in line with well-established and measurable criteria giving, thus, the students a clear picture of the learning outcomes and the learning goals that are to be achieved. Quality feedback and the communication of learning experiences from the group members to the teacher and vice versa, as well as among group members appear to constitute a key factor at this point. By insisting on quality feedback from the very beginning of the program, the teacher sets an expectation for continuous feedback and transmission of knowledge and learning experiences throughout the course of the educational program so that there is always a compass leading the learning process and setting achievable learning goals [6].

### **3. Conclusions**

There seems to be a strong relationship between a successful learning process and the teacher. This relationship shows that the process of learning is one within which knowledge is created and developed by designing educational processes that are rich in experiences and new representations for students. The teacher's experience in planning learning processes plays a decisive role in what teaching success means for him, the purpose and the specific goals he sets during planning a lesson and how much the teacher has invested in guaranteeing that there will be specific learning outcomes for students. He should teach the students how to think as a group, to accomplish and achieve what they assigned to perform, how to make decisions, and how to reach an agreement and resolve conflicts when opinions differ among them. The teacher should provide students with all

opportunities so that the latter tackle possible problems on their own, acquiring, thus, the ability to learn independently and with limited guidance. In addition, a teacher should be a good manager because management plays an important role in the teaching process. If a teacher is very intelligent and is well prepared and does not have the skill of managing the classroom, teaching will not take place effectively because teacher explains the lesson without caring about the discipline of the class, about the time and mostly students will not listen carefully for the teacher who are at the back of the class. Teachers should have a system for evaluating behavior. Monitoring behavior on a regular basis will aid in long-term success. Students need to be made aware that the evaluation process will be based upon their interactions with others in and out of the classroom. Finally, the evaluation of his teaching and the feedback the teacher receives, prove to play an equally important role.

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