



## The Characteristic Behaviours of Successful Teacher: Quality Related Consideration

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<p><b>Received</b> 15/06/2025</p> <p><b>Accepted</b> 23/06/2025</p> <p><b>Published</b> 09/07/2025</p>	<p><b>Abstract</b></p> <p><i>This paper is based on a practicum activity where I observed a successful teacher to understand what makes her effective in the classroom. The teacher I observed is Mrs. Sunipa Das, who teaches Life Science at Sodepur Sushilkrishna Sikshayatan for Girls (H.S.), Kolkata. I collected information by interacting with her students and giving them a questionnaire. The questionnaire included 20 different points about her teaching style and behavior. A total of 20 students from Class 9, Section A, took part in this survey.</i></p> <p><i>The aim of this study was to find out what good qualities a teacher should have, how students feel about their teacher, and what areas need improvement. The results showed that Mrs. Das is very punctual, plans her lessons well, manages her classroom properly, and communicates clearly. These were the strongest parts of her teaching according to the students. However, there were also some areas where she could do better, such as engaging students more, showing more professionalism, and encouraging critical thinking.</i></p> <p><i>Some students also had mixed opinions about her use of technology, clarity in instructions, and nonverbal communication like gestures or facial expressions. Overall, the study helped me see that being a successful teacher means more than just knowing the subject. It involves being organized, clear, caring, and able to connect with students.</i></p> <p><i>This experience helped me understand what kind of teacher I want to become in the future. It also gave me useful ideas about how to improve my own teaching methods. Observing a real classroom and listening to students gave me practical lessons that books alone can't teach.</i></p> <p><b>Keywords:</b> Behavioural Characteristics, Classroom Management, Teacher Effectiveness, Teaching Strategies</p>
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## Introduction

*“A good teacher is like a candle - it consumes itself to light the way for others.”*

- Mustafa Kemal Atatürk

A teacher is more than just an educator; they are the architects of an enlightened society, crafting minds and shaping futures. As the perfect craftsmen, teachers shoulder significant responsibilities – to their students, colleagues, community, and future generations. Their role extends beyond imparting knowledge, as they strive to inspire, motivate, and empower students to reach their full potential. While all teachers share a common goal, some exceptional educators stand out, leaving an indelible mark on their students' lives. What sets these remarkable teachers apart? What qualities, characteristics and behaviors make them truly memorable?

Observing effective teachers in action can be a transformative experience, offering valuable insights into the qualities and characteristics that distinguish exceptional educators from others. Successful teachers possess a unique blend of skills, traits, and behaviors that enable them to create engaging, inclusive, and supportive learning environments. By studying the behavioral characteristics of outstanding teachers, we can gain a deeper understanding of the practices and attributes that contribute to their success.

## Review of Literature

Hollenstein & Brühwiler (2024) conducted a study entitled “The importance of teachers’ pedagogical-psychological teaching knowledge for successful teaching and learning”. This study investigates the impact of teachers’ pedagogical-psychological teaching knowledge (PPTK) on student’s perception of instructional quality and students’ achievement in mathematics. The study is based on longitudinal data of 28 early career primary school teachers and their students (n = 509). The results indicate PPTK as a significant predictor for students’ perception of teachers’ classroom management as well as teachers’ quality of explaining. PPTK and teachers’ cognitive activation as perceived by students are significant predictors for students’ mathematics achievement. These results emphasize the importance of PPTK for successful learning processes in mathematics in primary school. The findings are discussed regarding their relevance for the effectiveness of teacher education

Dulay (2023) conducted a study entitled “What makes an effective teacher? Unveiling teachers’ perceptions”. The need for effective teacher in 21st century goes beyond the classroom as they play a pivotal role not only in shaping schools, but also fostering academic, social and emotional development of students. The purpose of this study is thus to reveal teachers’ perceptions of effective teachers and understand effective teaching practices. 35 teachers selected through maximum variation sampling were included in this study conducted as a phenomenology. Content analyses were used to analyze data collected via semi-structured interviews. The findings were categorized under five themes: (i) effective teacher as a person, (ii) classroom management and organization, (iii) planning and implementing the instruction, (iv) monitoring students’ progress and (v) necessary skills for 21st century classes. According to teachers, effective teachers interact with students through caring and understanding, and provide organized, inclusive, and engaging classrooms to respond diverse needs of students. Moreover, it is vital for effective teachers to be innovative, creative, flexible and lifelong learners in today’s educational

environment.

### **Objectives of the Study**

- To identify the basic qualities of successfulness of the selected teacher.
- To estimate the degree of successfulness of the selected teacher.
- To discuss the educational significance of knowing the qualities of a successful teacher.

### **Methodology of the Study**

#### **Research Method**

This study employed a descriptive survey research design to investigate the characteristic behaviors of successful teachers, as perceived by Class IX students in a school setting. A descriptive survey approach was chosen to gather detailed information about the students' perceptions and experiences with the selected teacher, allowing for a comprehensive understanding of the qualities and behaviors that contribute to teacher success.

#### **Population**

The population of this study consists of students from Sodepur Sushil Krishna Sikshayatan For Girls (H.S.), specifically Class IX, Section A, B, C under the guidance of their teacher, Sunipa Das.

#### **Sample**

The sample of this study is a subset of the population, comprising 80 students from Class IX, Section A, B, C who participated in the questionnaire-based data collection process, providing insights into the behavioral characteristics of their teacher, Sunipa Das.

#### **Sampling Technique**

I selected a specific group of 80 students from Class IX, Section A, B, C under the guidance of their teacher, Sunipa Das, at Sodepur Sushil Krishna Sikshayatan For Girls (H.S.). This sampling method allowed me to gather targeted data through questionnaires, observation, and evaluation, providing valuable insights into the behavioral characteristics of a successful teacher

#### **Tools**

The tools utilized to facilitate the successful completion of this practicum are:

**Questionnaire:** A self-crafted questionnaire designed to gather data on the characteristics of successful teacher, distributed among the students.

#### **Data Collection**

As part of my data collection process, I visited Sodepur Sushil Krishna Sikshayatan For Girls (H.S.) and interacted with students from Class IX, Section A, B, C under the guidance of their teacher, Sunipa Das. I administered a questionnaire to a sample of 80 students from this class, which they completed, providing me with valuable insights and data.

### **Result and Discussion**

The Table 1 contains responses from 80 students who assessed Mrs. Sunipa Das on 20 different teaching-related parameters. Each student answered either Yes (Y) or No (N) for each parameter.

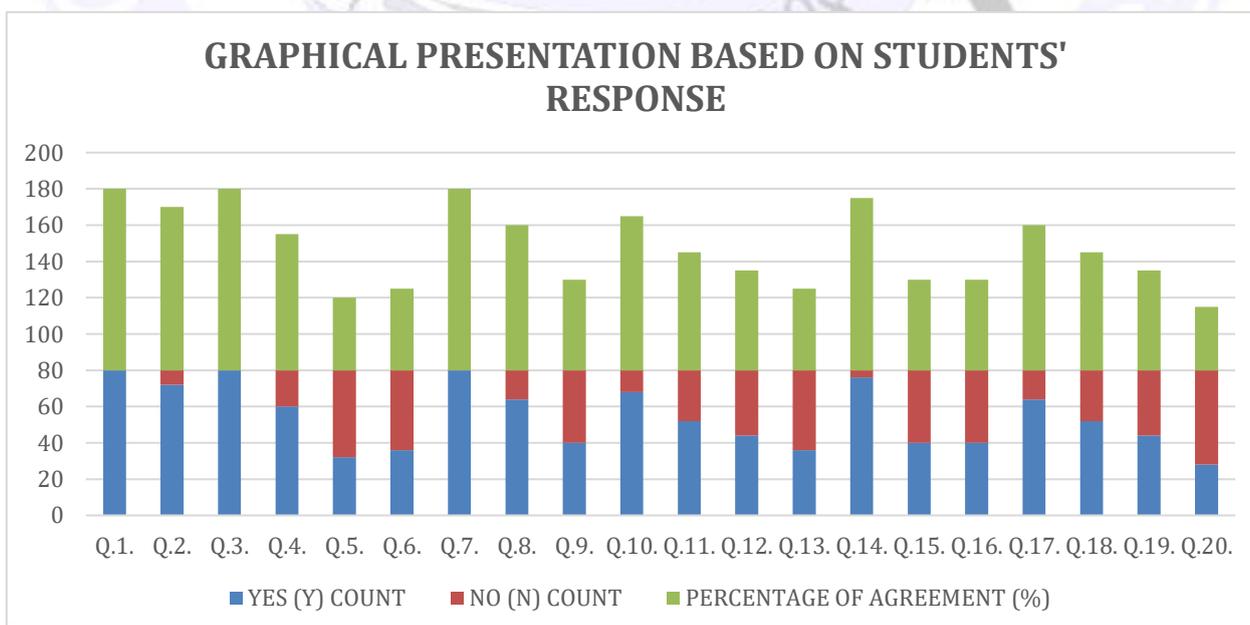
- Total number of responses recorded = 1600 (80 students × 20 parameters)
- Total 'Yes (Y)' responses = 1088
- Total 'No (N)' responses = 512
- Overall percentage of positive responses (Y) = 68%

- Overall percentage of negative responses (N) = 32%

**Table 1:** Table in Respect of Questionnaire and the Percentage of Agreement

Sl. No. of The Questions	Parameter	Yes (Y) Count	No (N) Count	Percentage Of Agreement (%)
Q.1.	Communication Skill	80	0	100
Q.2.	Punctuality	72	8	90
Q.3.	Personality	80	0	100
Q.4.	Teaching Method	60	20	75
Q.5.	Innovative Approach	32	48	40
Q.6.	Lesson Planning	36	44	45
Q.7.	Adaptability	80	0	100
Q.8.	Instructional Clarity	64	16	80
Q.9.	Differentiated Instruction	40	40	50
Q.10.	Explanatory Skill	68	12	85
Q.11.	Questioning	52	28	65
Q.12.	Professionalism	44	36	55
Q.13.	Personalization	36	44	45
Q.14.	Nonverbal Communication	76	4	95
Q.15.	Critical Thinking	40	40	50
Q.16.	Classroom Management	40	40	50
Q.17.	Relevance	64	16	80
Q.18.	Support	52	28	65
Q.19.	Engagement Strategy	44	36	55
Q.20.	Technology	28	52	35

This suggests that Mrs. Sunipa Das is well-appreciated by her students in most areas of teaching but has some aspects that require improvement.



**Interpretation**

The Table 1 indicates the following:

*Strengths (High Rated Aspects)*

1. Communication Skill (100%)- All 80 students agreed that she conveys her ideas clearly and effectively.
2. Personality (100%)- She creates a positive classroom environment with her positive personality.
3. Adaptability (100%)- She can adapt various student needs.
4. Punctuality (90%)- She maintains to come on time.
5. Nonverbal Communication (95%)- Her body language, gestures and facial expression are effective in reinforcing her teaching.
6. Explanatory Skill (85%)- She can break down complex concepts easily to most students.
7. Instructional Clarity (80%)- Most students appreciate how she explains lessons clearly.
8. Relevance (80%)- She gives the explanations which are connected to real -world and relevant with the topic.

*Areas for Improvement (Moderately Rated Aspects)*

9. Teaching Method (75%)- While most students find her explanatory method useful, 25% think, there could be some adjustments.
10. Questioning (65%)- A fair amounts of students feel the desire for more deeper engagement of the teacher with the students.
11. Support (65%)-Most students believe she provides sufficient academic and emotional support, but improvement is needed.
12. Professionalism (55%)- Some students perceive her lack of professionalism in behaviour or approach which could be improved.
13. Engagement Strategy (55%)- She may need to work on better engaging students during lessons to maintain focus and interest.

*Weaknesses (Low Rated Aspects – Needs immediate Attention)*

14. Differentiated Instruction (50%)- Half of the students feel she doesn't differentiate her teaching explanations for the students' better understanding.
15. Critical Thinking (50%)-Some students perceive a lack of critical explanations by the teacher.
16. Classroom Management (50%)-The half of the students feel she can't manage the classroom effectively with her suitable engaging strategy.
17. Lesson Planning (45%)- A majority of students desire for better Structure in planning.
18. Personalization (45%)-Several students need more personalized attention in the classroom.
19. Innovative Approach (40%)- Several students feel the need for more creative in learning.
20. Technology (35%)- A majority of students perceive a lack of potential to use technology in learning process.

In conclusion, Mrs. Sunipa Das is a well-structured and disciplined teacher with strong communication skill and personality. However, Lesson Planning, Personalization, Innovative Approach and the use of Technology need improvement to create a more impactful learning experience.

## Findings

Based on the data collected from 80 students of Class IX and their responses to 20 pedagogical parameters, the following findings have been derived:

### **High Degree of Success (Strong Teacher Qualities)**

Mrs. Sunipa Das exhibits a high degree of successfulness in core areas such as Communication Skill, Personality, Adaptability, Punctuality, Nonverbal Communication, and Explanatory Skill.

These parameters received more than 80% agreement, with Communication Skill, Personality, and Adaptability scoring a perfect 100%, indicating unanimous student appreciation in these aspects.

Her teaching is clearly understood, relevant, and well-delivered, suggesting a strong foundation in classroom instruction.

### **Moderate Degree of Success (Areas for Further Development)**

Parameters like Teaching Method (75%), Questioning (65%), Support (65%), Professionalism (55%), and Engagement Strategy (55%) reflect a moderate level of success.

These areas suggest that while a majority of students appreciate her efforts, there remains a significant portion (25–45%) who feel there is room for improvement in student interaction, lesson engagement, and professional conduct.

### **Low Degree of Success (Critical Areas of Improvement)**

The lowest-rated areas- Innovative Approach (40%), Lesson Planning (45%), Technology Use (35%), Personalization (45%), Differentiated Instruction (50%), Critical Thinking (50%), and Classroom Management (50%)—indicate that more than half or nearly half the students do not fully resonate with her teaching in these areas.

These findings suggest a need for strategic intervention and professional development to enhance lesson creativity, individualized attention, and digital integration in the classroom.

Hence, with an overall positive agreement rate of 68%, it can be inferred that Mrs. Sunipa Das is generally viewed as a well-structured, disciplined and successful teacher by her students.

However, her degree of successfulness is not absolute, and targeted efforts in innovative strategies, personalized learning, and technology integration would enhance her impact further.

## Conclusion

Through this paper, we successfully observed and understood what makes a teacher effective. We identified important qualities like good communication, proper lesson planning, and strong classroom management. We also saw how a teacher's behaviour affects student learning and motivation.

This experience helped us reflect on our own teaching approach and how we can improve. It gave us a clearer idea of what it takes to be a successful teacher and how we can apply these qualities in our future careers. Overall, this practicum was a valuable learning experience that will help us grow as educators.

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