

## The Good Teachers Academic Achievement Based on Students Mindset

Dr. K. M. AlexRaja<sup>1\*</sup>

### ABSTRACT

Based on research on mindset has indicated that mindset can predict numerous individual achievement, including academic, cognitive, motivational, affective and even socioeconomic, and through mediation of social-cognitive approaches. The purpose of this paper is to compile and synthesize articles published from 1998 to 2017 on the relationship between mindset and academic achievement and explore the role of mindset in academic achievement. The studies indicate that students' mindsets play several roles of cause and mediator in academic achievement. Mindset can also be an outcome of students' academic achievement. Furthermore, in some studies, the relationship between mindset and achievement is non-correlation. Meanwhile, teachers' mindsets play the role of cause or mediator in students' academic achievement, but no role of outcome.

**Keywords:** Teachers, Academic Achievement, Mindset

*"What the teacher is, is more important than what he teaches"* – Karl Meninger

Teachers play an essential role in our life as an ideal teacher is responsible for the development of the students. Teachers play a vital role in creating a strong foundation of basic knowledge, not only regarding subjects but also for life. It is mostly what we learn at school that helps us throughout our lives when we have to make important decisions and perform other crucial tasks. Having a particular teacher that you are especially comfortable with can be a massive advantage as it can help you move through your school years in an easier way. A good teacher can also act as a mentor, guiding you all through your life, even apart from just academics.

### **Importance of Teaching**

"TEACHER" the world itself includes "Teach" which means "GURU" who shares the experience, knowledge, and skills to others for a better-educated world. Apart from lavishing career, there are numerous of Importance of Teaching Profession. In India, Teachers are treated as nation builders as teachers play the role of substitute parents. Only Teachers can facilitate student's growth, skills, and creativity. We all are much aware that

<sup>1</sup>Psychologist, India

\*Corresponding Author

## The Good Teachers Academic Achievement Based on Students Mindset

the art of teaching is the art of assisting discovery. The teaching profession refers to providing knowledge and making a better individual with all normal forms of discipline.

### *Aims of good Teacher*

1. Imparting an adequate knowledge of the subject- matter: The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.
2. Equipping the prospective teachers with necessary pedagogic skills: The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.
3. Enabling the teacher to acquire understanding of child psychology: The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children

### *Psychology in Teaching*

Coping Strategies an action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation. Coping strategies typically involve a conscious and direct approach to problems, in contrast to defense mechanisms

### *Good Qualities of Teachers*

1. **Empathy:** Teacher empathy is the degree to which an instructor works to deeply understand students' personal and social situations, to feel care and concern in response to students' positive and negative emotions, and to respond compassionately without losing the focus on student learning
2. **Creativity:** Creative teaching skills are about working towards the genesis of something unique, both within and outside of the learner. It's important to teach creatively for a few reasons: Creativity is the heart of the motivational classroom. It empowers students and teachers to express ideas and opinions in unique ways
3. **Interpersonal skills:** As a teacher; you need to master your communication skills. When you can communicate in a better way; then the students understand each and every topic. Your job is to teach the students, and you cannot do it appropriately if you are unable to communicate the chapters to the students. It is extremely important for you to access this skill as a teacher.
4. **Positivism: Positive motivation** in education typically produces positive learning. Not all students are on board with all subjects and sometimes it takes demonstrating applications of the less liked subjects in areas that interest students. That will provide the motivation the student needs to study that subject.
5. **Fair minded:** Fairness is one of the most important qualities of effective teachers. When a teacher is fair-minded, it earns them respect and students feel safe and valued in the classroom. Creating a classroom environment that's fair will nurture trust and respect between students and it is a great quality to teach your students
6. **Humorous: Humor** is the one area of skills that allow a teacher to keep the motivational train rolling along. Well placed and appropriate humor will provide additional motivation and the desire to learn. Maintaining the student's attention is critical to the learning process and humor will help keep that attention.

## The Good Teachers Academic Achievement Based on Students Mindset

7. **Ethics:** The code of ethics for teachers is designed to protect the rights of the students, all the students. It is important that teachers understand that when they get a teaching position they are agreeing to follow the code of ethics.
8. **Passionate:** A passionate teacher is someone who is in love with a field of knowledge, who is deeply involved with the issues that change our world and who are drawn to the dilemmas and potentials of young people who come to class every day.
9. **Organization skills:** One of the most important skills when working as a teacher is organization. Organizational skills help teachers maintain order in the classroom and optimize learning opportunities for their students. Learning why organizational skills are important for teachers and evaluating some of the top skills can help you become more organized. In this article, we discuss what organizational skills are, why they're important in the classroom, some of the most important skills for teachers and provide you with tips on how to improve your organization
10. **Conclusion:** In conclusion the qualities of a good teacher are a good teacher tries continuously, a good teacher is always ready to take risk, and teachers have positive attitudes and always give confidence to their students.

### *Methods of Teaching*

- Teachers-Centered method
- Learner-Centered Method
- Content –Focus Method
- Interactive Method

### *The Importance of Being a Good Teacher*

It is said that a teacher affects eternity. You never know where the influence stops. Teachers play a crucial role in shaping the future generation. They are dealing with young kids who are full of life and energy. Teachers nurture natural abilities and skills and prepare kids for the future. As a teacher, you have to be a role model and inspire your students. Different students might be coming from different backgrounds and as their teacher, you have the power to uplift them and make a change. Teachers change lives and that is why teaching is one of the most important professions in the world.

### *Stages of Students mindset*

1. **Mindset as a Cause:** A fixed mindset regarding ability or intelligence is particularly unhelpful for children. If they believe that maths ability is fixed, they will easily give up when they come across a new maths problem that they cannot solve. This means they miss the opportunity to learn and grow their ability in this area as well as their confidence with maths. This can also lead to unhelpful beliefs about themselves such as “I’m just no good at maths” or worse still, “I’m not smart”. When children believe that their successes are the result of innate ability or talent, rather than attitude or effort they can give up easily when tasks are difficult or in fact not even try new tasks or tasks in areas that they do not feel confident in.
2. **Mindset as an Outcome:** Common wisdom over recent decades agrees that encouraging or praising our children’s achievements will lead to confidence and resilience. While this is true, a particular style of praise and encouragement has been found to be the most helpful: that which encourages a growth mindset in children.
3. **Mindset without an Evident Role:** The students should have good communicated their ideas and knowledge with their teachers. Suppose inability of students not share

their problems and ideas, the teachers should bring out the talents throughout the mindset.

### *Classroom Management*

The findings show that several factors and conditions influence classroom management: the self-understanding of teachers and their mindfulness, the multicultural classroom, behavior management, lack of knowledge on classroom management, knowledge of physical and social context, rules, relations and commitment.

- 1. Nonverbal Cues:** A teacher can use subtle body movements (like proximity) or more explicit hand signals to cue self-regulation. One popular cue involves moving to the front of the room and making eye contact with the high schooler who is acting out, then pausing until you have the individual's attention. Younger students are less familiar with social cues and might require a verbal signal to accompany the nonverbal cues. Example: "What should you be doing right now?"
- 2. Nonverbal Transition Cues:** Kids can become so immersed in an activity that they might not notice your attempts to shift them into the next learning event. Ringing a bell or turning lights on and off are unmistakable signals that shift attention to the teacher or a new task. Asking a class to collectively decide what signal to use can be a community builder.
- 3. Timeouts:** Hundreds of studies support the timeout strategy, which is now considered an indispensable component of many evidence-based behavior management systems. Unlike the dunce cap punishment, which intentionally shames and stigmatizes students, a timeout is now used in progressive classrooms to provide an emotional breather in a less socially charged area of the room. It's also a way for students to decompress, reflect on and enhance their self-awareness, and then return to their seats with improved self-regulation.
- 4. Over-Correction:** Younger students may find classroom routines foreign or overwhelming. Take the time to model the appropriate procedure and then rehearse it three times or more until each step of the routine becomes second nature. After these rehearsals, my second graders took pride in executing the required actions quickly and perfectly for the rest of the year.
- 5. Notes of Praise:** A private note left on a student's desk praising improved classroom effort is a powerful reinforcement, especially when the note is heartfelt. Studies also show that sending positive letters home improves kids' self-management and decision making.
- 6. Private Reminders:** When partnered with discreet praise, private reminders to students about how to act responsibly increase on-task behaviors. Researchers recommend using short and unemotional reminders.
- 7. Greetings:** It might seem like an insignificant gesture, but greeting students by name and making a positive statement enhances their self-regulation and increases class participation. Example: "Hey, Marcus. How is my brilliant student today?"
- 8. On-the-Spot Corrections:** During a lesson, don't leave behavioral missteps unaddressed. Immediately, briefly, and without drama, cue students about responsible conduct. Example: "What should you be doing right now? Right. Let's see that happen."
- 9. Mindfulness Practice:** Citing numerous studies, Emily Campbell writes that teaching a student to meditate or practice nasal breathing (inhale through the nose, exhale through the mouth) enhances emotional regulation. This animated gif helps students (and teachers) learn the technique.

- 10. Notice and Comment:** The Peace builders website shares several “Minute Recipes for Building Peace,” such as recognizing changes in student behavior and showing interest. Example: “I really like how you’re acting today. Did something happen to make you feel better about your group?” Noticing and commenting sends an unmistakable and powerful message: I care.
- 11. When-Then:** Another intervention published by Peace builders, “When-Then” helps students make responsible decisions—but also leaves the choice in the students’ hands: “When you start talking to me with a lowered voice, then we’ll problem-solve this situation.”

### *An Ecological Perspective on Classroom Management*

Classroom management is fundamentally a process of solving the problem of order in classrooms rather than the problems of disruption or misbehavior. The latter issues are not insignificant, but they are secondary targets of a teacher’s management energies. High engagement and low levels of inappropriate and disruptive behavior are by-products of effective management strategies directed at establishing and maintaining work systems for classroom groups rather than spotting and punishing misbehavior.

Order in classrooms is defined by the strength and durability of the program of action embedded in the activities teachers and students enact together as they accomplish work. This emphasis on programs of action underscores the dynamic quality of management processes. Since classrooms are moving systems, order is not a static condition or an absence of action. Instead, order is a harmony of action with structure and purpose. Since programs of action have direction and energy, they pull events toward their completion. Rules, procedures, routines, and reprimands all have a role to play in sustaining classroom order, but they can only supplement what teachers do to specify and orchestrate programs of action. The more complex the program of action for an activity, the more difficult the management task a teacher faces.

A program of action, and thus classroom order, is jointly enacted by teachers and students in settings of enormous complexity. Teachers obviously play a key role in initiating and sustaining classroom activities. Nevertheless, students contribute in substantial ways to the quality of order that prevails in any classroom. In classes in which students are inclined to cooperate and are capable of doing the work and in which the teacher is skillful in establishing and protecting the primary vector of action, order is readily achieved. In situations in which Students lack either the inclination or the ability to follow the primary vector or the teacher lacks skill in steering the program of action, order is often a protracted struggle.

Programs of action in classroom activities are defined by both the rules for social participation and the demands of academic work. For this reason, academic work is directly involved in the process of achieving classroom order and can be shaped in basic ways by a teacher’s management decisions. Moreover, it is difficult and potentially misleading to study management processes without attention to curriculum or to imagine curriculum designs without attention to classroom processes.

Order in classrooms is context specific and held in place by balancing a large array of forces and processes. As a result, order is often fragile, a condition that can be easily disrupted by mistakes, intrusions, and unpredictable events. Order is not something teachers achieve once and for all so they can get on with the business of instruction. Rather, it is a permanent

## The Good Teachers Academic Achievement Based on Students Mindset

pressure on classroom life, and a teacher continuously faces the need to monitor and protect the programs of action in a class. Indeed, the use of familiar activities, such as recitations and seatwork and the standard practice of routines most classroom procedures and activities; appear to be reasonable strategies for offsetting the inherent delicacy of classroom order.

The key to a teacher's success in management appears to be his or her (a) understanding of the likely configuration of events in a classroom, and (b) skill in monitoring and guiding activities in light of this information. From this perspective, management effectiveness cannot be defined solely in terms of rules for behavior. Effectiveness must also include such cognitive dimensions as comprehension and interpretation, skills which are necessary for recognizing when to act and how to improvise classroom events to meet immediate circumstances.

### CONCLUSION

The final discussion is, aside from being competent in the subject or subjects they teach, teachers must possess extraordinary interpersonal skills. They have to be a good listener and speaker and sometimes at the same time. A teacher that is confident in the subject matter they teach will inspire confidence in the student and provide a vehicle to better learning. The generations of students will help to improve their country and the whole world because of teachers. By having good teachers that will create knowledgeable generations. Teachers who create knowledgeable generations can create future teachers. This is the cycle that repeat itself. Everyone can be a teacher, but a good teacher must have some specific characteristics in order for the student to be successful. Teachers must be respectful to the students to make them feel safe and for the student to learn to respect them. A respectful teacher will teach the student to listen to others because each person's ideas and opinions are valued.

### REFERENCES

- Yinger, R. J. (1980). A study of teacher planning. *Elementary School Journal*, 80,107–127
- Adams, R. S. (1969). Location as a feature of instructional interaction. *Merrill Parker Quarterly*, 15(4), 309–321.
- Arlin, M. (1982). Teacher responses to student time differences in mastery learning. *American Journal of Education*,90,334352.
- Yeager, D. S., & Walton, G. M. (2011). Social-Psychological Interventions in Education: They're Not Magic. *Review of Educational Research*, 81, 267-301.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Dweck, C. S., & Master, A. (2009). Self-theories and motivation: Students' beliefs about intelligence. In K. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 171–195). Taylor & Francis
- Ratelle, C. F., Guay, F., Vallerand, R. J., Larose, S., & Senécal, C. (2007). Autonomous, controlled, and a motivated type of academic motivation: A person-oriented analysis. *Journal of Educational Psychology*, 99(4), 734–746. <https://doi.org/10.1037/0022-0663.99.4.734>
- Zeng, G., Hou, H., & Peng, K. (2016). Effect of Growth Mindset on School Engagement and Psychological Well-Being of Chinese Primary and Middle School Students: The Mediating Role of Resilience. *Frontiers in Psychology*, 7, 1873. <https://doi.org/10.3389/fpsyg.2016.01873>

## The Good Teachers Academic Achievement Based on Students Mindset

Shim, S. S., Cho, Y., & Cassady, J. (2013). Goal Structures: The Role of Teachers' Achievement Goals and Theories of Intelligence. *The Journal of Experimental Education*, 81, 84-104.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

### ***Acknowledgement***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** AlexRaja K. M. (2022). The Good Teachers Academic Achievement Based on Students Mindset. *International Journal of Indian Psychology*, 10(2), 280-286. DIP:18.01.028.20221002, DOI:10.25215/1002.028