



Teacher as a core personality-A View

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Abstract: *The relationship between children and their teachers Tends to be closer in the primary school where they act as Form tutor, specialist teacher and surrogate parent during the course of the day. This is true throughout most of the United States as well. However, alternative approaches for primary education do exist. One of these, sometimes Referred to as a “platoon” system, involves placing a group of students together in one class that moves from one Specialist to another for every subject. The advantage here is that students learn from teachers who specialize in one subject and who tend to be more Knowledgeable in that one area than a teacher who teaches Many subjects. Students still derive a strong sense of security by staying with the same group of peers for all classes.*

Key Words: *Professional qualifications, Curriculum, Craftsman, Vocational training, Life skills, Spiritual, Gurus, Mullah, Quran, Torah, Bible, Home schooling*

INTRODUCTION

It is pertinent to note that the role of teacher is often Formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional Qualifications or credentials from a university or college. These professional qualifications may include the study of Pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a Lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role May vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational Training, the Arts, Religion, Civics, community roles, or Life skills. In some countries, formal education can take place through home schooling. Informal

learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting. A teacher who facilitates education for an individual may also be described as a personal tutor or largely historically, a governess. Religious and spiritual teachers, such as gurus, mullahs, Rabbis, pastors/youth pastors and lamas, may teach religious texts such as the Quran, Torah or Bible.

Professional Educators

No exaggeration, teaching may be carried out informally, Within the family, which is called homeschooling, or in the Wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status in Some societies on a par with physicians, lawyers, engineers, and accountants.

In fact, teacher's professional duties may extend beyond Formal teaching. Outside of the classroom teachers may accompany students on



field trips, supervise study halls, Help with the organization of school functions, and serve as supervisors for extracurricular activities. In some Education systems, teachers may have responsibility for Student discipline.

It is apt to note that there are a variety of bodies designed to instill, preserve and update the knowledge and professional standing of teachers. Around the world many governments operate teacher's colleges, which are generally established to serve and protect the public interest Through certifying, governing and enforcing the standards of practice for the teaching profession. Around the world Teachers are often required to obtain specialized education, Knowledge, codes of ethics and internal monitoring. Coming to pedagogy and teaching, in education, teachers Facilitate student learning, often in a school or academy or Perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a Tutor. The objective is typically accomplished through either An informal or formal approach to learning, including a Course of study and lesson plan that teaches skills, knowledge And/or thinking skills. Different ways to teach are often referred to as pedagogy.

Notably, when deciding what teaching method to use Teachers consider students' background knowledge, Environment, and their learning goals as well as Standardized curricula as determined by the relevant Authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. In fact, the increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way teachers approach their roles in the

classroom.

Obviously, the objective is typically a course of study, Lesson plan, or a practical skill. A teacher may follow Standardized curricula as determined by the relevant Authority. The teacher may interact with students of different Ages, from infants to adults, students with different abilities and students with learning disabilities.

Further, it is apt to note that teaching using pedagogy Also involve assessing the educational levels of the students On particular skills. Understanding the pedagogy of the Students in a classroom involves using differentiated Instruction as well as supervision to meet the needs of all Students in the classroom. Pedagogy can be thought of in Two manners. First, teaching itself can be taught in many Different ways, hence, using pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students And differentiates for the individual students accordingly.

For example, an experienced teacher and parent described the place of a teacher in learning as follows: "The real bulk of learning takes place in self-study and Problem solving with a lot of feedback around that loop. The function of the teacher is to pressure the lazy, inspire The bored, deflate the cocky, encourage the timid, detect And correct individual flaws, and broaden the viewpoint of all. This function looks like that of a coach using the whole Gamut of psychology to get each new class of rookies off the Bench and into the game."

It is apt to note that perhaps the most significant Difference between primary school and secondary school



Teaching is the relationship between teachers and children. In primary schools each class has a teacher who stays with them for most of the week and will teach them the whole Curriculum. In secondary schools they will be taught by Different subject specialists each session during the week And may have ten or more different teachers.

The relationship between children and their teachers tends to be closer in the primary school where they act as Form tutor, specialist teacher and surrogate parent during the course of the day. This is true throughout most of the United States as well. However, alternative approaches for primary education do exist. One of these, sometimes Referred to as a "platoon" system, involves placing a group of students together in one class that moves from one Specialist to another for every subject.

The advantage here is that students learn from teachers Who specialize in one subject and who tend to be more Knowledgeable in that one area than a teacher who teaches Many subjects. Students still derive a strong sense of security by staying with the same group of peers for all classes. In fact, co-teaching has also become a new trend amongst Educational institutions. Co-teaching is defined as two or More teachers working harmoniously to fulfill the needs of Every student in the classroom. Co-teaching focuses the Student on learning by providing a social networking support that allows them to reach their full cognitive potential. Co-teachers work in sync with one another to create a climate of learning.

Rights to Enforce School Discipline

Throughout the history of

education the most common Form of school discipline was corporal punishment. While a child was in school, a teacher was expected to act as a Substitute parent, with all the normal forms of parental Discipline open to them. In past times, corporal punishment (Spanking or paddling or caning or strapping or birching the student in order to cause physical pain) was one of the most common forms of school discipline throughout much of the world. Most Western countries, and some others, have now Banned it, but it remains lawful in the United States Following a US Supreme Court decision in 1977 which held that paddling did not violate the US Constitution. 30 US States have banned corporal punishment; the others (mostly In the South) have not. It is still used to a significant (Though declining) degree in some public schools in Alabama, Arkansas, Georgia, Louisiana, Mississippi, Oklahoma, Tennessee and Texas. Private schools in these and most other states may also use it. Corporal punishment in American schools is administered to the seat of the student's Trousers or skirt with a specially made wooden paddle.

This often used to take place in the classroom or hallway, but nowadays the punishment is usually given privately in the principal's office. Official corporal punishment, often by caning, remains commonplace in schools in some Asian, African and Caribbean countries. For details of individual countries see School corporal punishment. It is apt to note that a modern example of school discipline in North America and Western Europe relies upon the idea of an assertive teacher who is prepared to impose their will upon a class. Positive reinforcement is balanced with



immediate and fair punishment for Misbehavior and firm, clear boundaries define what is Appropriate and inappropriate behavior.

Obligation to honor Students rights

It is important that students' rights must be respected. Sudbury model democratic schools claim that popularly based authority can maintain order more effectively than dictatorial authority for governments and schools alike. They also claim that in these schools the preservation of Public order is easier and more efficient than anywhere Else. Primarily because rules and regulations are made by The community as a whole, therefore the school atmosphere Is one of persuasion and negotiation, rather than confrontation since there is no one to confront.

Sudbury model democratic schools' proponents argue That a school that has good, clear laws, fairly and democratically passed by the entire school community, And a good judicial system for enforcing these laws, is a School in which community discipline prevails, and in which An increasingly sophisticated concept of law and order Develops, against other schools today, where rules are Arbitrary, authority is absolute, punishment is capricious, And due process of law is absent.

Teacher Enthusiasm

It must be remember since teachers can affect how students perceive the course materials, it has been found that teachers who showed enthusiasm towards the course materials and students can affect a positive learning experience towards the course materials. On teacher/course evaluations, it was found that teachers who have a positive

disposition towards the course content tend to transfer their passion to receptive students. These teachers do not teach by rote but attempt to find new invigoration for the course materials on a daily basis. One of the difficulties in this approach is that teachers may have repeatedly covered a curriculum until they begin to feel bored with the subject which in turn bores the students as well.

Students who had enthusiastic teachers tend to rate them higher than teachers who didn't show much enthusiasm for the course materials. Teachers that exhibit enthusiasm can lead to students who are more likely to be engaged, interested, energetic, and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students' intrinsic motivation to learn and vitality in the classroom. Controlled, experimental studies exploring intrinsic motivation of college students has shown that nonverbal expressions of enthusiasm, such as demonstrative gesturing, dramatic movements which are varied, and emotional facial expressions, result in college students reporting higher levels of intrinsic motivation to learn. Students who experienced a very enthusiastic teacher were more likely to read lecture material outside of the classroom. There are various mechanisms by which teacher enthusiasm may facilitate higher levels of intrinsic motivation. Teacher enthusiasm may contribute to a classroom atmosphere full of energy and enthusiasm which feed student interest and excitement in learning the subject matter. Enthusiastic teachers may also lead to students becoming more self-determined in their own learning process. The concept of mere exposure indicates



that the teacher's enthusiasm may contribute to the student's expectations about intrinsic motivation in the context of learning.

Misconduct and Gender Balance

It is significant to note here that misconduct by teachers, especially sexual misconduct, has been getting increased Scrutiny from the media and the courts. A study by the American Association of University Women reported that 9.6% of students in the United States claim to have received Unwanted sexual attention from an adult associated with education; be they a volunteer, bus driver, teacher, administrator or other adult; sometime during their educational career.

To cite an example, a study in England showed a 0.3% Prevalence of sexual abuse by any professional, a group That included priests, religious leaders, and case workers As well as teachers. It is important to note, however, that the British study referenced above is the only one of its kind and consisted of "a random ... probability sample of 2,869 young people between the ages of 18 and 24 in a computer-assisted study" and that the questions referred to "sexual abuse with a professional," not necessarily a teacher, Chris Keats, the general secretary of National Association of School masters Union of Women Teachers, Said that teachers who have sex with pupils over the age of Consent should not be placed on the sex offenders register And that prosecution for statutory rape "is a real anomaly in the law that we are concerned about." This has led to Outrage from child protection and parental rights groups.

Professional Hazards of Teachers

In fact, teachers face several

occupational hazards in Their line of work, including occupational stress, which Can negatively impact teachers' mental and physical health, Productivity and students' performance. Stress can be Caused by organizational change, relationships with Students, fellow teachers, and administrative personnel, Working environment, expectations to substitute, long hours With a heavy workload, and inspections.

Teachers are also at high risk for occupational burnout. A 2000 study found that 42% of UK teachers experienced Occupational stress, twice the figure for the average profession. A 2012 study found that teachers experienced double the rate of anxiety, depression, and stress than Average workers.

Remarkably, there are several ways to mitigate the Occupational hazards of teaching. Organizational interventions, like changing teachers' schedules, providing support networks and mentoring, changing the work environment, and offering promotions and bonuses, may be effective in helping to reduce occupational stress among Teachers. Notably, individual-level interventions, including stress-management training and counseling, are also used to relieve occupational stress among teachers.

Teaching: A Global Scenario

It is pertinent to note that there are many similarities and differences among teachers around the world. In almost all countries teachers are educated in a university or college. Governments may require certification by a recognized Body before they can teach in a school. Notably, in many Countries, elementary school education



certificate is earned after completion of high school. The high school student follows an education specialty track, obtain the prerequisite "student-teaching" time, and receive a special diploma to Begin teaching after graduation. In addition to certification, Many educational institutions especially within the US, Require that prospective teachers pass a background check and psychiatric evaluation to be able to teach in classroom.

This is not always the case with adult further learning institutions but is fast becoming the norm in many countries as security concerns grow. International schools generally Follow an English-speaking, Western curriculum and are Aimed at expatriate communities. Education in Australia is primarily the responsibility of the individual states and territories. Generally, education in Australia follows the three-tier model which includes Primary education (primary schools), followed by secondary Education (secondary schools/high schools) and tertiary Education (universities and/or TAFE colleges).

Teaching in Canada requires a post-secondary degree Bachelor's Degree. In most provinces a second Bachelor's Degree such as a Bachelor of Education is required to Become a qualified teacher. Salary ranges from \$40,000/ Year to \$90,000/yr. Teachers have the option to teach for a Public school which is funded by the provincial government or teaching in a private school which is funded by the Private sector, businesses and sponsors.

In Germany, teachers are mainly civil servants recruited In special university classes, called Lehramtstudien (Teaching Education Studies). There are

many differences Between the teachers for elementary schools (Grundschule), lower secondary schools (Hauptschule), middle level secondary schools (Realschule) and higher level secondary Schools (Gymnasium). Salaries for teachers depend on the civilservants'salaryindexscale (Bundesbesoldungsordnung). In France, teachers, or professors, are mainly civil Servants, recruited by competitive examination.

Teachers are required to be registered with the Teaching Council; under Section 30 of the Teaching Council Act 2001, a person employed in any capacity in a recognized Teaching post - who is not registered with the Teaching Council - may not be paid from Oireachtas funds.

From 2006 Garda vetting has been introduced for new Entrants to the teaching profession. These procedures apply To teaching and also to non-teaching posts and those who refuse vetting "cannot be appointed or engaged by the School in any capacity including in a voluntary role". Existing staff will be vetted on a phased basis.

Education in the United Kingdom is a devolved matter With each of the countries of the United Kingdom having separate systems. Many counties offer alternative licensing programs to attract people into teaching, especially for hard-to-fill positions. Excellent job opportunities are expected As retirements, especially among secondary school teachers, Outweigh slowing enrollment growth; opportunities will Vary by geographic area and subject taught.

For high school teachers, median salaries in 2007 ranged from 35,000 in South



Dakota to \$71,000 in New York, with a national median of \$52,000. Some contracts may include long-term disability insurance, life insurance, Emergency/personal leave and investment options.

It is apt to mention that the American Federation of Teachers' teacher salary survey for the 2006-07 school Year found that the average teacher salary was \$51,009. In a salary survey report for K-12 teachers, elementary School teachers had the lowest median salary earning \$39,259. High school teachers had the highest median salary earning \$41,855. Many teachers take advantage of The opportunity to increase their income by supervising After-school programs and other extracurricular activities

Besides monetary compensation, public school teachers May also enjoy greater benefits (like health insurance) Compared to other occupations. Merit pay systems are on The rise for teachers, paying teachers extra money based On excellent classroom evaluations, high test scores and For high success at their overall school. Also, with the Advent of the internet, many teachers are now selling Their lesson plans to other teachers through the web in Order to earn supplemental income, most notably on TeachersPayTeachers.com.

Spiritual teachers

In fact, there are many forms of spiritual or religious Teachers in Christianity, across all three major traditions - (Roman) Catholic, (Eastern) Orthodox Catholic, and Protestant/Non-Denominational, with a stronger tradition of spiritual formation in the more historic and authoritarian/Hierarchical Christian traditions with a

long tradition of "Discernment of spirits", of vocations, and other aspects of Spiritual life, especially the Roman and Orthodox Catholic Churches. These positions include: the honored but Informal position of starlets or elder - a man (or, less often, Woman), often a monastic, considered to be graced by God With certain gifts for the guidance of souls and the detection And correction of prelist (spiritual pride or deception) - Who acts as a spiritual guide or father in the orthodox Catholic tradition, especially Russian Orthodoxy; the Priest or Confessor in Roman Catholicism, who is often a man in Holy Orders but may be a monastic or other person respected For his spiritual accomplishments or acumen (even the Pope of Rome has a Confessor, who is not always a bishop, And, due to the hierarchical structure of the Roman Church, Cannot be his equal in authority), which is often a semi-Official to official position, as opposed to the unofficial Positions of spiritual guides in the Orthodox Catholic and Protestant traditions; and the almost-exclusively informal Arrangements (generally formal only in members who are Under some form of church discipline) of mentorship (both Of adults and children, in the latter case often a youth Pastor) in the Protestant and Non-Denominational traditions, Which boundaries can be blurred with the more typically Roman "confessor" position in some of the more historic And conservative Reformation Churches, such as some of The Lutheran and Anglican.

In keeping with the individualistic nature of most Protestant denominations, the emphasis on being guided In spiritual development is small, with a heavy emphasis Placed on heavy reading and personal, Spirit-enlightened



Interpretation of the Holy Bible.

Remarkably, the emphasis on spiritual mentorship in the LDS (Later Day Saints) Church is similar to that in The more "low-church" traditions of Protestantism, with a Stronger emphasis placed on the husband and father of a Family to provide spiritual guidance for all of his family, Ideally in consultation with his wife, even if the husband Is not a member of the LDS Church, based on interpretations Of certain Biblical texts which proclaim the spiritual Authority of husbands in marriage. Even Priesthood representatives are expected to defer to the father of the House when in his home. Further, additional spiritual guidance is offered by Those holding the office of Patriarch, which is supposed by Latter-day Saints to grant certain gifts of the Spirit, such As the ability to prophesy, to its holders. This guidance is generally offered during a ceremony called the patriarchal blessing.

In Hinduism the spiritual teacher is known as a guru, And, in many traditions of Hinduism - especially those common in the West - the emphasis on spiritual mentorship Is extremely high, with gurus often exercising a great deal of control over the lives of their disciples. In Tibetan Buddhism the teachers of Dharma in Tibet are most commonly called a Lama. A Lama who has through phowa And siddhi consciously determined to be reborn, often many Times, in order to continue their Bodhisattva vow is called a Tulku. There are many concepts of teachers in Islam, ranging from mullahs (the teachers at madrassas) to ulemas, who teach of the laws of Islam for the proper way of Islamic living according to the Sunnah and Ahadith, and Can render legal verdicts upon matters of Islamic law in accordance with

the teaching of one of the Four Schools of Jurisprudence.

In the more spiritual or mystical Islamic tradition of Sufism, the position of spiritual teacher and an esoteric (as opposed to exoteric, or actions-oriented, e.g. the Five Pillars of Islam) spirituality and spiritual knowledge takes on a more important dimension, with emphasis on learning from living saints - the highest of which is a Qutb - and of traditions passed down from initiate to initiate, and traceable back to the founder of the order.

Focus on Academic Administration Basically, academic administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are also involved in academic or scholarly work. Many senior administrators are academics who have advanced degrees and no longer teach or conduct research Actively.

It is apt to mention that the chief executive, the administrative and educational head of a university, depending on tradition and location, may be termed the university president, the provost, the chancellor (the United States), the vice-chancellor (many Commonwealth countries), Principal (Scotland and Canada), or rector (Europe, Russia, Asia and the Middle East). An administrative executive in charge of a university department or of some schools, may Be termed a dean or some variation, such as dean emeritus.



Key Administrative Responsibilities

- Admissions
- Supervision of academic affairs such as hiring, promotion, tenure, and evaluation (with faculty input where appropriate);
- Maintenance of official records (typically supervised by a registrar in the US - In the UK not all institutions have a Registrar, who would have varying responsibilities for non academic matters depending on the organisation);
- Maintenance and audit of financial flows and records ;
- Maintenance and construction of campus buildings (the Physical plant);
- Maintenance of the campus grounds;
- Safety and security of people and property on the campus (Often organized as an office of public safety or campus Police);
- Maintenance and construction
- Supervision and support of campus computers and Network (information technology).
- Fundraising from private individuals and foundations ("development" or "advancement")
- Research administration (including grants and contract Administration and institutional compliance with Federal and state regulations)
- Public affairs (including relations with the media, the Community and local, state, and federal governments)
- Student services such as disability services, career counselling and library staff.

The chief executive of academic establishments other than universities, may be termed headmaster or head teacher (Schools), director (used to reflect various positions ranging from the head of an institution to the head of a program), or principal, as used in primary education. Academic administrations are structured in various ways at different institutions and in different countries.

In case of Australia, full-time tertiary education administrators emerged as a distinct role in Australia from the mid-1970s, as institutions sought to deal with their increasing size and complexity, along with a broadening of their aspirations. As the professionalism of tertiary administrators has developed, there has been a corresponding push to recognize the uniqueness and validity of their role in

the academic environment. As of 2004, general staff comprised over half the employees at Australian universities. Around 65% of these are female.

There has recently been a shift in the preferred nomenclature for non-academic staff at Australian universities, from "general staff" to "professional staff". It has been argued that the changing in role of the professional staff has been due to the changing work that they are performing, as professional staff assist students with Technology. The overarching body for all staff working in administration and management in Australia is the Association for Tertiary Education Management.

Remarkably, the structures for administration and management in higher education in the United Kingdom



vary significantly between institutions. Any description of A general structure will therefore not apply to some or even many institutions, and therefore any general statement of structures may be misleading. Not all UK universities have the post of Registrar. The Director of Finance may Report to the Registrar or directly to the Vice-Chancellor, while other senior posts may or may not report to the Registrar. This next tier of senior positions might include Directors of Human Resources, Estates, and Corporate Affairs. The Academic Registrar is often included in this next tier.

Their role is mostly to accomplish student-facing administrative processes such as admissions, student records, complaints, and graduation. The overarching body For all staff working in administration and management in The UK is the Association of University Administrators.

In the United States, a college or university is typically Supervised by a President or Chancellor who reports Regularly to a Board of Trustees (made up of individuals From outside the institution) and who serves as Chief Executive Officer. Most large colleges and universities now Use an administrative structure with a tier of vice presidents, among whom the Provost (or Vice President for Academic Affairs or Academic Dean) serves as the chief academic Officer. Deans may supervise various and more specific Aspects of the institution, or may be CEOs of entire campuses. They may report directly to the president or chancellor.

The division of responsibility among deans varies widely among institutions; some are chiefly responsible

for clusters Of academic fields (such as the humanities or natural Sciences) or whole academic units (such as a graduate School or college), while others are responsible for non- Academic but campus-wide concerns such as minority affairs. In some cases a provost supervises the institution's entire Academic staff, occupying a position generally superior to Any dean.

Similarly, in other instances the Dean of a College May be the equivalent to a Provost or Vice Chancellor or Vice President for Academic Affairs. Below deans in the administrative hierarchy are heads of individual academic departments and of individual administrative departments from grounds keeping to libraries to registrars of records. In similar way school administration also revolve around the Principal generally named as Head Master.

A Head Master is generally promoted to the post after prolonged service as teacher in the school system. Besides having academic qualifications, he should possess leadership qualities to promote team spirit and run the school with excellent discipline and accomplishment.

Conclusion:

Teacher plays a vital role in developing the personality of students. He facilitates students learning in classroom and in the school environment. A teacher should have enthusiasm towards subject and towards teaching too. A teacher should not discriminate gender. He should be a guide, supervisor, motivator, good administrator and facilitator.

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