



Psychological dimensions of teacher and its impact in practice

M. Amelin Davila ^a, M. Valeria Soria ^{b*}

^a U.N.S.J, San Juan, 5400, Argentina

^b U.N.S.J, San Juan, 5400, Argentina

Abstract

This paper presents a reflection on the role of teachers and the psychological implications that affect the development of a constructivist model.

It is described the development of psychological variables that accompany and determine the exercise of teaching practice: BELIEVE, KNOW, DO, BE AND WANT as personal aspects that the teacher could take into account in his reflective practice, in order to allow adjustments in his performance. The analysis of each variable is embodied in reflective self-analysis proposals from questions or proposals for activities that will allow the possibility of implement a change.

From this perspective it is analyzed how each of these dimensions, directly affect the knowledge that is taught and the interaction with students.

The central approach we want to answer is how could the teacher from the analysis of his psychological dimensions approach the constructivist model in their teaching strategies.

This study aims to be a flattering proposal to exercise the role, finding the teaching process subject to constant adjustments to respond socio-cultural demands.

© 2016 The Authors. Published by European Science publishing Ltd.

Selection and peer-review under responsibility of the Organizing Committee of European Science publishing Ltd.

Keywords: psychological variables, teacher, constructivist model

1. Introduction

Postmodernism is structured in a context of change, where lead the way to critical reflection of questioning and search.

Postmodern education allows an analysis of learning processes looking at the individual in relation to its context and a process, not just the results. Hence the following question emerges: How does the teacher play the complex task of educating in postmodern society?

Together with a global context of change and the need to respond at this time, occurs a review of theories of knowledge and learning. The current focus revolves around a constructivist conception.

Broadly speaking, it can be seen that most believes that "knowledge is not a copy of reality, but a construction of the human being "(Carretero, M. et al, 1998). During modernity it prevailed emancipation and progress through

* Corresponding author.

reason and science, progress was understood in a cumulative sense, as gathering knowledge and technology, but soon shows that a greater accumulation of knowledge does not necessarily imply that human being is wiser. It is the passage of seeing the knowledge outside of man that allows seeing man as a fundamental part of his management.

The development of this paper intends to focus you on teachers, mainly from his condition of person and psychological factors that influence what they do, for then reflect about it.

From this perspective, it is understood that the approach to the constructivist model involves a personal critical eye of psychological variables (be, do, believe, know, want), analyzing how you can work on them to achieve greater quality in practice and in the constant review for their improvement.

It adheres to the description of Carretero of constructivism, as he states"(...) and any related position with changes in school, it should be appreciated from a critical perspective. In this sense, what it is now called "constructivism" is not a finished current, in the sense of completion, but rather the opposite, is a open perspective that, although has within well-established proposals, also includes questions, debates, reviews and self-criticism. Consequently, it is understood that constructivism is a starting point and not an end point." (Carretero, M. et al, 1998)

2. VARIABLE OR PSYCHOLOGICAL DIMENSIONS

The teacher, before serving in his role, is a person who has a history of learning, a style of thought, a personality and a mode of interaction. All these individual characteristics can be viewed, observed and analyzed from variables, in this case psychological. It is understood variables as mental dimensions that influence or determine the person in the construction of his subjectivity.

All these personal variables play an important role in the performance of the profession. There, they bring into play interaction of each of these aspects, impacting directly on the knowledge he teaches and in students. In addition to all the implications inherent in the teaching role.

As described above, it is proposed to analyze how could the teacher approach the constructivist model in their teaching strategies from the analysis of its psychological dimensions.

2.1 BE (Personality). "The teacher teaches more for what he is than for what he does"

Personality conditions the manner of performing the function. Confidence, capacity, personal evaluation and social value that is received from the environment, are factors that influence and determine (in some cases) teacher performance.

The way to connect or relate to the other is a very significant factor for success or failure in the teacher role, since their work is inherent to the link built with the student and objectives achieved consequently. In that case also depend on the personal style and features, what the student expects and what capabilities or resources bring into play to achieve his expectations.

"The self-concept is one of the most important variables in the field of personality, both from a affective perspective as motivational."(González Pienda et al, 1997) This brings us to the proposal of analyze how the personal characteristics play a significant role in the teaching model which is based, teaching strategies used and the link with the subject of learning. "Personality features of the teacher are a important ingredient in explaining the different styles, without they can or should be reduced to those."(P. Gonzalez, et al, 1997)

The starting point for a teacher might be: What kind of teacher am I? So, having the answers, he should approach to recognize and analyze the resources and personal obstacles that help or hinder his teaching practice. This information can be related with communication skills, such as understanding and listening, the ability to build bridges approaching the student and adapt to the needs of the learner. Also they influence the willingness to train and excel in scientific knowledge adapted to teaching practice as well as the possibility of being critical in front of

practice evaluation. These skills, which are built from an inner dialogue where personal characteristics are discovered, limitations and possibilities of change, openness and allow improvement of teaching practice.

Inasmuch as that this personal view is based on another, which you want to reach, teach, transform, accompany, scaffold, it is possible to initiate an approach to teacher-student relationship in the construction of knowledge. From the understanding of the incidence of the Being in teaching practice, the reader is invited to reflect:

1. Ask yourself what self-concept (image or personal evaluation) has relation to your teaching performance?
2. Is it closer to the evaluation that you have to be a good teacher?
3. Does your personality style impacts positively or negatively on the link with your students?
4. What do you consider is your strength as a teacher? What are the main difficulties?
5. Could you change some aspect?
6. Do you think that a change in your style or interaction mode will encourage student learning?

2.2. BELIEVE (implicit theories)

Pozo (1997), states that humans build schemes or representations of reality to make sense, understand and control it. These beliefs or implicit theories are able to reduce our perspective or increase it as zoom in respect of our reality.

It infers this variable in relation to the implicit theories that are in advance in the teacher when he addresses the learning, the student, his work and his own representation of teaching model.

Implicit theories are constituted by the history of the subject, in this case by the history of their implicit learning and explicit. The teacher today is at the crossroads of wanting from a constructivist look and at the same time deal with its history of learning in a behavioral model. Therefore, it is pending the arduous task of observation and reflection (why not courage) to highlight their beliefs, representations, and tacit knowledge given in every situation.

Implicit theories can be observed through behavior. Therefore, reflect on their own practice inexorably change our way of "be" in the classroom?

Perrenoud states: "To reflect on their own practices also means reflecting on the own story, the habits, family, culture, likes and dislikes, relationships with others, anxieties and obsessions to be prepared for it, is not enough to read Freud or Bourdier in a book, although it does not constitute an useless work. Training should give to the look of one self a bit of sociology, a bit of psychoanalysis and above all, it must provide a professional, clear and positive status. Nor narcissism, or self-devaluation, instead an attempt to understand where our relationships with others come from "(Perrenoud, P., 2007)

In this sense, it has fundamental importance that teachers are aware of their beliefs about what is taught, how I hope the other learn, how to teach, etc. and observe in order to achieve a perspective. Thus, it is possible to notice a range of countless opportunities, including their own motivation.

A simple exercise is proposed (not so easy):

1: Before starting a class you take a moment, note the judicious thoughts (comparison and relation) that may appear, about you, about your students, on the material, on the institution, on what you want. E.g. "The students are not interested in learning "," they want everything easy. "

2: Write down your thoughts on paper. (Remember, without judgment while performing this exercise)

3: At the end of the class, re-read the paper. How much of all this appeared? If appeared and negatively influenced, what can you do about it? If not, what I can do about it?

4: Please try this one more class.

2.3. KNOW (knowledge and disciplinary domain)

What should do a teacher to be a teacher? How much should he know in their discipline to teach? What skills should possess in relation to knowledge? How does approach the knowledge a teacher to teach from a constructivist posture?

Bain (2007) proposed in the description of "what makes a good teacher" that teachers "are updated of current intellectual developments, scientific or artistic that have importance in their fields, they think in a valuable and original way in their subjects, study carefully and in abundance what other people do in their disciplines ... "also proposes" reflect especially deeply about the nature of thought in their fields. They can use that ability to think about

their own thinking-what we call "metacognition" - and their understanding of the discipline as such to understand how others could learn. "It can be said that teachers from a constructivist position of knowledge not only need the essential scientific knowledge to teach, but also understand how know ledge is built in the disciplinary knowledge, the constant updating of them and the development of strategies delivered directly to the student.

Therefore, the teacher performs a constant double exercise of assimilation and accommodation of knowledge, as well also of reflection on their own practices. Given their achievements and mistakes, learning from them and correcting the course to guide and facilitate the learning process of their students.

The welcome of new technologies remains quite easily in this task, both in the updating of know ledge as in the acquisition. It is essential that teachers consider the priority that should give the asking questions that organize information, criteria of sources and content and natural cultivation of curiosity of the human mind to build knowledge.

As described at the beginning of work, we are faced with an insert teacher in an educational context that is handled with a constructivist tendency, having learned him this with a behaviorist model. To this situation it adds the incorporation and domain of ICT in teaching and "good use" that students and teachers should make in the classroom.

We propose two questions to reflect

1. What happened in the last 10 years in the knowledge you teach? In the last 5? And in the last month?
2. How would you tell this to a child of 8 years? How would you tell it in a cafe? And in a scientific journal?

2.4. DO (behavior in the classroom / Methodology used).

"Tell me how you teach and I will tell you where your posture comes from" could be the starting point for reflection. Variable of DO is linked to what is done and can be seen in the teaching work: what is manifested through his posture, his proposal and development planning, the choice of content, the selection of teaching strategies, his way of communicating, etc. All that can be observed before, during and after a class.

It is a variable highly related to the others because in his DO you can see his BE, his BELIEVE and KNOW. So "the action of teachers is crossed by reflection on their practices, allowing you to adjust their activities schemes and achieve faster, safer and concreter interventions."(Perrenoud, 2007).

It is considered that the teacher is a facilitator of "learning to learn". If we analyze the different facets of doing of the teacher in front of the classroom, it remembers with Ken Bain (2007) in his study about what the best teachers do. In their task of being facilitators of the learning process, teachers studied by Bain manage to create and sustain the best conditions in this process. They are able to create appropriate environments for natural critical learning: in these environments the development of the necessary skills for learning while they are questioned and doing attractive tasks and that motivate their curiosity. They get their attention and keep it: teachers try to consciously capture the attention of students through actions, statements or suggestive questions.

The teaching should aim at creating commitments: students a commitment to class and teachers with their own learning. This request for commitment to learning objectives include specific obligations that entails studying the subject as well as the teacher expresses their own commitment to the dictation of the course.

Currently access to universities is done in a massive way, so that the heterogeneity of the students is a constant and therefore one challenge more to consider.

The large reception in the educational field of new technologies can promote an active and autonomous role in the own teaching of students, achieving to intertwine learning in their lives outside the classroom. For the teacher involves giving a new meaning to its role and acquire a more optimistic, creative and curious look in front of the many possibilities technologies offer, regarding the learner and the intention to learn as well as to teach. With out focus only on the contents, "the creation of blogs, wikis and social networks manage the student get involved actively building his personal space, where he can reflect the knowledge gained in the different subjects."(Requena, 2008)

An important feature of teaching at the time of facing students is the knowledge of oratory, which allows precise handling of modulation and pronunciation when expressed, skills obtained usually with conscious practice and

experience. However, these gifts as an orator should be complemented by the standing invitation to speak to their students. The constructivist model encourages active student participation during the class.

Another point of fundamental importance in the development of teaching is the evaluation both of students as teachers themselves. Examination and qualification are very powerful aspects that influence throughout the process to facilitate and encourage students to learn. Proper evaluation, helps to understand the process they are carrying out learners as well as teachers can inquire about their efforts, if are appropriate for the proposed objectives.

In this sense, it becomes more valuable the fact of focusing on the evaluation and qualification of the learning process rather than do it only in performance (as did the traditional model).

The following activity is proposed

1. Develop a survey for students evaluate the following aspects regarding of their practice, which includes at least the following elements:

- Material Selection
- Teacher communication to his students
- Relation of contents with other subjects
- Communication and relationship between teachers and students
- Predisposition of teachers to answer questions, doubts, concerns of students
- Updated and sufficient Bibliography
- Implementation of TIC`s (Internet e-learning platform, video conference, email, blog, forums, etc.)
- Open questions suggestions and / or appraisals

2. 5. WANT

What wants or motivates the teacher in their task? What intrinsic factors impel and sustain him? What extrinsic factors influence him?

Motivation is defined as a set of processes involved in the activation, direction and persistence of conduct. Goals and self-efficacy expectations.

Pintrich (2006) describes motivation as one of the three components involved in the learning process. He defined it as the achievement to goal orientation, expectations of success and failure, self-perceptions of competence and ability, control beliefs, value assigned to the task and affective and emotional reactions. It is believed that this definition also applies to teacher motivation in their teaching action.

To exercise educational practice, the person has consciously or unconsciously something that sustains or drives him. Sometimes it has to do with an intrinsic motivation (proper to the subject), where overrides emotional, beliefs, expectations, self-concept, values, etc. In other cases it may be extrinsic motivation: social recognition, status, power, job stability, economic support, etc. There is also an approach that includes the transcendent motivation, which refers to carry out an action that is beneficial to others, closely linked to the vocation of service.

It would be ideal that exists a balance between them, while in many cases there are factors that stimulate some more than others. Often some stimulus can compensate for the lack of others. The problem arises when the teacher cannot find out what is the engine that drives him to perform properly its function. And worse, what happens when the motivation is lost?

It is necessary to consider that not all university professors chose the profession by vocation. A high percentage chose to study a career, with little or none pedagogical training, but they play in teaching for multiple factors: rapid job prospects, job security, social recognition, ease of transmitting know ledge, commitment, need, etc. All this presents us how to favor a teacher, whose training was not specifically teaching, the development of a constructivist model in practice. What personal resources would I need to work?

Perhaps the starting point is an invitation to reflect and analyze:

What motivates him to serve as a teacher? What does he expect of teaching? What does the student expect?

While teaching practice can be sustained from personal vocation, in other cases, it is built and learnt accompanying a very different teaching professional knowledge.

The teachers in their work practice aims to satisfy certain personal needs such as confidence, usefulness, belonging, self-realization, etc. However, many times these needs cannot be satisfied what jeopardize emotional and job stability.

Faced with this reality, arises the invitation to the personal question:

What mobilizes the task of teaching, which values or expectations support its function? What personal needs covers through the performance of their role?

Faced with a multiplicity of motivational factors, the important thing is that the person will develop and update their intrinsic motivation in order to be accompanied by a desire for self-improvement (can be in knowledge, in the link, in the social recognition, etc.)

Without the internal and external or transcendent thrust, the person is not interested in being a good teacher, which jeopardize their practice and consequently interferes negatively with the learning of their students.

3. Conclusions

Teaching practice is complex and the variables involved are personal but at work stand out BELIEVE, KNOW, DO, BE AND WANT as those that allow making substantive and founded changes for improve the teaching process.

It is inferred that the variables developed involve a constant reflective practice by the teacher to address the teaching from a constructivist perspective. Understanding that the constructivist model is a starting point, that involves a personal process of internal dialogue and look at the reality and needs of the learner from an exchange, is that concludes that the emotional and psychological processes are essential and necessary for the change. Allowing teachers to be founded in a reflective process with their inner world, recognized himself from their strengths and limitations, regardless of their educational history, representations and style, allowing him to understand what is that he can change, maintain, work to approach a teaching model of construction of knowledge by the student. Thus, the realization of this work contributes to a reflective process that materializes in activities that could be transferred to other teaching practices, to reflect on the teacher role and the psychological implications of their exercise and motivation.

The conscious change requires a previous reflection process on those aspects that do not favor the results expected and personal implications that are interfering in it, in order to decide what aspects I am willing to work and modify seeking self-improvement.

References

- Bain, K (2007) *Lo que hacen los buenos profesores*. Universidad de Valencia. Barcelona.
- Carretero, M. (2011) *Constructivismo y educación*. Paidós (Reimpresión). Buenos Aires
- Carretero, M y otros (1998) *Debates Constructivistas*. Ed. Aique. Bs. As.
- Hernández Requena, Stefany (2008). *El modelo constructivista con las nuevas tecnologías: aplicado en el proceso de aprendizaje*. En: «Comunicación y construcción del conocimiento en el nuevo espacio tecnológico». Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 5, n.º 2.
- González-Pienda, J. A., Pérez, J. C. N., Pumariega, S. G., & García, M. S. G. (1997). *Autoconcepto, autoestima y aprendizaje escolar*. *Psicothema*, 9 (2), 271-289.
- Limón, M. (2004) *En homenaje a las contribuciones de Paul R. Pintrich a la investigación sobre Psicología y Educación*. Revista Electrónica de investigación Psicoeducativa. UAM. España.
- Perrenoud, P. (2007). *Saber reflexionar sobre la propia práctica*. En *Desarrollar la práctica reflexiva. Cap. 2. Graó. España*
- Pintrich, P. (2006). *Las creencias motivacionales como recursos y restricciones para el cambio conceptual*. En Schnotz, W., Vosniadou, S. Carretero, M., (compiladores) (2006) *Cambio conceptual y educación*. Aique Buenos Aires. Cap. 2