

Determining the Characteristics of a Virtuous Teacher: Impact of Selected Virtues in Practice

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Abstract: Teachers are the incarnations of ethics, morals and values that they impart to the students with an aim to direct, educate and motivate students in accomplishing the mission of being a responsible citizen of the society. Studies claim that students tend to be more competent when they are able to apply virtues. As teachers play a significant role in forming and shaping the moral characters of their students, it is essential to understand that teachers set examples to their students by demonstrating through example. The role and the responsibility of the teachers is to disperse knowledge and information but little attention is been paid to the essential virtues that teachers need to adopt and introduce in the classroom. The main objective of the paper is to determine the characteristics of a virtuous teacher. Data for the study was collected from 423 teachers, teaching in schools, colleges and universities across India through a questionnaire that consisted of a number of components dealing with the characteristics of a teacher. Since it was difficult to accept all the components, factor analysis technique was implemented to condense the most essential qualities of a virtuous teacher. Further, co-relation and binary logistic regression analysis was implemented

to find out how much impact these qualities create in order to define the characteristics of a virtuous teacher. Results indicated that the components that are essential to determine the qualities of a virtuous teachers are communication, fairness, responsibility, focus, care, humour, interest and commitment.

Key Terms: Teaching, Teachers, Students, Qualities, Virtuous

1. Introduction

Teachers are considered the epitomes of a leader who embody the intrinsic characteristics and skills to bring a radical change in the society for good. Teachers are interpreted as a role model, a leader who with their unique style motivate their students, engage in building their personality that plays an important role in shaping their career. Even an iota of morality induced within the temperament of the students can result in bringing tremendous changes in the society we live in. Hence, a teacher is considered as someone with a marked personality and embedded with a number of positive attributes. Green claims “the most effective teachers, researchers have guessed, must be more extroverted, agreeable, conscientious, open to new experiences, empathetic, socially adjusted, emotionally sensitive, persevering, humorous, or all of the above” (Green, 2014, 6). In fact, great teachers are a unique blend of both the ends of an attribute like being both extrovert and introvert, hilarious and sombre, flexible and severe and as and when situation demands for the betterment of the learners. There is no

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doubt that a good teacher is always and anyways good in concern with student relationships. The personal qualities of a teacher are very crucial for bringing out that effectiveness within themselves. But he still believes that “many of these personal or moral characteristics can be developed” (Cullingford, 1995). However, it all depends on the willingness of the teacher to be transformed into a better individual and achieve success. The failure he states is not because of lacking one or two personality traits but which are incompatible with the essential qualities of a professional teacher.

One of the most essential qualities that the teachers lack is reflecting on self or self awareness. Powell and Powell understand that “teachers who have self-awareness are more able to make learning pleasurable for their students and pleasure is essential to meaningful learning” (Powell and Powell, 2013). Self awareness has the tendency to introduce one to self and the deep seated emotions and values within. Emotions are quick drivers of actions and self awareness enables to make teachers composed and imperturbable however stressful the situations may be. These innate values are in fact the regulators and managers of self that manifest null response towards pessimism, despair and distress. These innate values define the practice of teaching through knowledge and the fundamental principles or virtues. Virtue ethics focuses primarily on virtues, or the goodness or the rightness of things, ideas, concepts, theories or principles. Devettere elucidates “virtue ethics arises from the natural inclinations embedded in human nature. It is rooted in our natural desires for what is pleasurable and good. Virtue ethics is about desire and not duty, about what we want to do and not what we ought to do about personal happiness and not the greatest happiness of all” (Devettere, 2002). Some of the core components of virtue ethics are thus the goodness or rightness of virtues “such as honesty, justice, compassion, dedication, diligence, integrity, courage and other components” (Campbell, 2003). Hence, a virtuous teacher is aware of using their insightful sense towards grooming the learners and also at the same time implementing their responsibilities to accomplish their goals.

Many authors believe that “teachers have an understanding about how to best customize content to fit the unique requirements of a situation and the capabilities of students. They are aware of the many obstacles to learning and know how to prevent potential problems before they occur. They know

what learning is all about because they are committed, lifelong learners themselves” (Kottler, Zehm and Kottler, 2005). Teachers carry clarity and possess high beliefs regarding learning. An effective teacher best understands the requirements of the students based on each one's capabilities and shapes them as situation demands. It is because teachers were once learners and thus they are clearly conscious of the failures, challenges and opportunities during the process of learning. This makes them distinct from other members of the society.

However, an interesting fact on virtue ethics is that its principles are self-contradicting. For example, an effective and a virtuous teacher who believes equality rely on treating everyone equally. That suggests a teacher as a moral person must ensure that caring should be equally bestowed on every student, but there might be few learners who need more attention, affection and care. In this case the teacher is violating the norm of equality and also justice that stipulates neutrality and equality. Further, a moral-bend teacher may have dilemma leading to conflict within self and further giving rise to self-doubt in their own profession and practice. Also, the practice of honesty, where a teacher feels to discuss regarding a student to another teacher, may violate the principle of confidentiality of keeping concealed the truth and reality of the student and the family and so on. While exploring these dilemmas, various broad approaches towards ethics emerge with still broader significance in the domain of philosophy.

2. Literature Review

The art of teaching is about mastering not only the subject and knowing how to deliver it through classes. The art of teaching is not again to simply help students to pursue knowledge but it is about a reflection of virtues to the students that the teacher is instilled in. Above all, a teacher is first a human and must possess the virtues of a human first that can be later narrowed down to being in a profession like teaching. The job of a teacher is full of challenges as a teacher has to face a little around 30-60 students at one time for a stipulated period every day. Teaching the bookish knowledge is not the ultimate aim of a teacher. In fact a teacher has a lot more to donate than just knowledge. In today's world where nothing is permanent only the memories of learning ethics and values from an ethical person remains undying. Many studies are of the view that students learn more from a teacher than their parents while other studies suggest just the opposite. Debates

on which teacher, the teacher at home or at the educational institution has a powerful impact on students still could not suffice the arguments. But the underlying fact is human of all ages have the attention towards someone whom they meet for a short period that is interaction with others in short doses for a lifetime memory. On the same argument, students meet their teachers daily but for a short span that is for limited hours and the interaction within that span is enough for the students to be influenced. However, the personality of a teacher also matters.

Aquino and Razon believe that “a teacher with a unique set of personal qualities such as geniality, sense of humour, enthusiasm, and sparkling facial expressions can contribute significantly to the mental, social, and emotional development of students” (Aquino and Razon, 1993). Although it is an obvious fact that not all teachers can have the above qualities however, every teacher should develop and adjust their personality according to the needs of the students. The sum total of both inner and outer qualities of a teacher reflects in the combination of thoughts and action. The personality of teacher is interdependent on the values and ethics that the teacher carries.

The effectiveness of a teacher does not simply depend upon the scores that the students get through learning neither the ineffectiveness of the teacher can be calculated on the same basis rather while an effective teacher makes learning for the students easy and comfortable through a proper and self-presentation, “an ineffective teacher makes it difficult for students to learn or decreases their desire to learn by a lack of enthusiasm for the subject, by a hostile or inappropriate behaviour towards the students, by a failure to maintain discipline in the class, or by unfairly preferring some students to others” (Kodero et.al, 2011). Stronge also has similar views on the same as he asserts “the primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about disciplinary content, the type of certificate they hold, the highest degree they earned, or the years they have been in the teaching profession, rather the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classroom” (Stronge, 2013). It is all about the self presentation of the inner values through appropriate behaviour in a proper manner. Ineffective teachers are thus distinguished from effective teachers in the sight of being ethical and virtues.

Studies indicate that “one of the keys to understanding is good communication. Communication is a means of promoting the curiosity, the inclination to question and the exercise of imagination which are vital for the motivation to learn” (Cairns, 2013). It is through communication that a teacher must be able to speak, listen, understand, feel and reciprocate. Teachers with great communication skills not only teach their concerned subject but also enable the students to share their feelings, opinions and beliefs with them. This makes the students stay motivated as they feel at ease to rely and trust on their teacher who they believe would provide them constructive and productive suggestions. Through communication ethical teachers are able to win the trust of the learners especially the adolescents and thus are able to protect them before they go astray. Thus, an effective student-teacher relationship is formed, long lasting and strong.

Patience is an ability that has more to do with the circumstances around us. Ryan understands that with patience situations get easily folded and controlled. He writes “patience helps us more love toward others, more at ease with the circumstances of our lives, and more bale to get what we want. It constantly rewards us with the fruits of maturity and wisdom: healthier relationships, higher- quality work and peace of mind” (Ryan, 2013). In teaching profession chiefly, the need to practice and implement practice is more as a teacher has to deal with different kinds of students with different learning abilities all at one go. Hence, a teacher has to stick with patience to receive the tranquillity in imparting knowledge to the students. In fact, patience to teachers comes very innately. EAUDE understands “to teach young children, requires patience, given the immediacy of their responses and the frustrations inherent in the role. How teachers deal patiently with their own anger and frustrations provides an example to children of how to do so” (EAUDE, 2018). Here comes the need to self control. Self control is an ability that comes with practice. Clendenin believes that self control governs our attitude. Clendenin writes “only through self-control can we have inner freedom, knowing that we can depend upon our actions and reactions, to some extent, when faced with decisions which must be made” (Clendenin, 1991).

Every student in the classroom is important and it is equally important to make every student happy, playful, and joyful so that learning becomes easy. And the teacher teaches with added humour so that

students enjoy every part of the teaching. Boring classes are not only less interesting but also make learning difficult. Hence, it is the responsibility of the teacher to teach the students in such a way that students feel attracted for the class. Fun, humour, entertainment makes classes, teaching and learning all the way more effective. However, overdoing the same would result in disrespect to the teacher and also the classes go empty. Some students who are really interested in knowledge acquisition find it frustrating. Many arguments on implementing humour by the teachers suggest that there has to be balance maintained in class room. "Teachers should not be frivolous or try to be entertaining all the time, but neither should they be humourless or over serious. Some teachers may not wish to use humour much, but there is a place for material to be presented in eccentric or funny ways, not least because this may help to engage young children's interests" (Clendenin, 1991). Tauber too has equal views on the same as he claims "when humour is used as a supplement to, and not a substitute for, teaching, its most positive benefits to classroom management come forth. Effective use of humour reinforces the teacher's superior position in the classroom" (Tauber, 2007).

Teachers who are passionately committed constantly offer brilliant results for their institution. Such teachers not only love their work but also love to learn more and adopt new techniques in teachings so that they can deliver the best of knowledge to their students. "Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of all their pupils" (Day, 2004). Commitment for them is not simply the commitment of their duties i.e. maintaining a six-seven hours job but also a commitment to self-upgrade for the betterment of students, institution and society as a whole. Such passionate teachers love their job and their students not for the income but for the recognition they earn in preserving their and the institutional integrity.

Interestingly, according to the findings of a project conducted by the Jubilee Centre's research, the primary qualities essential for a good teacher are "fairness, creativity, love of learning, humour, perseverance and leadership" (Arthur, Kristjánsson, & Cooke, 2015) and these qualities in fact enable a teacher to stay focused and do something right not just to impress the students people around or to sabotage

things but to satisfy the motivation of the strong beliefs a teacher needs to carry.

Still more studies conducted on assessing what makes a good teacher claim that teachers need to put a lot of efforts into helping students with learning acquisition. Besides, the studies claimed that "personal attention, dealing with the students' problems, fair treatment and showing respect" (Ida, 2017) among other qualities must be taken into consideration to prove a teacher to be enough.

Another survey was conducted with regard to the most common virtues and over one hundred teachers participated where these teachers "focused explicitly on demonstrating respect and the basis of this respect almost always derived from the particular theological belief that all students are made in God's image" (Glanzer, Alleman, & Marsden, 2019, p. 91). The survey included many Christian professors and interestingly, the professors included this theologically-derived virtue as an essential part that serves as a foundation in their classroom pedagogy as well.

In a more recent study, the underlying features that add up to the characteristics and dispositions of a good teacher essential in both twentieth and twenty-first century is a "teacher's knowledge of the subject matter or the content they teach is a key to effective teaching and student learning" (Merriman, 2020). Teachers must have immense competence to shape student's way of learning and help in achieving gains. Besides knowledge and content the pedagogical skills are also important. A teacher should have the ability to deliver their knowledge properly through proper planning and strategies including incorporation of appropriate virtues.

Among all other professions teaching has become progressively more intricate profession that demands the top levels of professional practice in order to execute it finely. However, just like other professions, core professions like teaching has today been succumbed to exigency. Amidst all crisis and hopelessness, there still remains a great optimism and hope regarding the scope of teaching and learning that is staunchly bound with its vision to raise the educational standards. One of the most important aspects of education and teaching as a profession is the inclusion of ethical knowledge it is pedagogy. However, time and again this aspect has been neglected so much so that teachers today are recruited

on the basis of the knowledge on the subject area they prefer to teach and the highest degree of qualification they carry on that subject. “Curiously, though, almost no attention is paid to the ethical or moral knowledge that teachers need to inform their professional judgements and guide their relations with children, colleagues and others” (Campbell, 2003). What is fascinating yet frustrating is that no educational institution is concerned with the ethical approach towards pedagogy and its impact on students as learners and considering it more compelling and practical. Hence, its time teaching professionals should be more serious and committed about accomplishing and implementing virtues in their profession.

3. Research Gap

The literature review reveals that a teacher carries a number of ethics and principles and most of the studies deal with the theoretical perspectives of virtue ethics. The literature makes us draw the conclusion that although there are many essential qualities that may categorize a teacher as virtuous, however, the current study focuses on condensing these qualities by implementing quantitative techniques through random sampling method. Further, the paper also emphasizes on how much impact these components create in determining the essential characteristics of a virtuous teacher so that the same can be incorporated by the teachers for the benefit of the students and society.

4. Methodology

A. Materials

The study was conducted through quantitative technique by data collection from 423 teachers with experience ranging from 0 to 10 years and above. The teacher participants were introduced about the research topic and were requested to fill the questionnaire. The first segment consisted of personal information extracting the background information of the participants. Questions on gender, age groups, and years of experience were asked first. The second segment consisted of 23 questions that described a teacher's attribute of being honest and decently upright with students. These questions mostly dealt with moral reflection of a teacher towards students. All the questions had options like never, not often, sometimes, often, and always.

B. Participants

Participants in the study were teachers selected from various schools, colleges and universities in India through simple random sampling method. The sample of the present study consisted of 423 teacher participants. Of them, 129 (30.50%) were male and 294 (69.50%) were female. Of those sampled, 155 (36.65%) had less than 5 years of experience in teaching, 94 (22.22%) had experience between 5 to 10 years of teaching and 174 (41.13%) had more than 10 years of teaching.

In the next segment teacher participants were asked on their ability to deal with students implementing various techniques. Summarizing this segment, when asked about if communication is an important virtue in the teaching profession, 191 (45.15%) agreed that communication is in fact an important virtue. Further, 157 (37.11%) mentioned that they can never be unbiased with means and approaches to get the solution to the problem of their students. Next, 321 (75.88%) mentioned that when they initiate a discussion of something important, they always make a way for their students to explain their viewpoints. Furthermore, 248 (58.62%) mentioned that they don't hesitate to ask for more information and clarification from their students when required. Next, 340 (80.37%) are good listeners as they listen fully and affirm that they understand what their student say.

Coming to the next question 333 (78.72%) revealed that they understand each student is different. 298 (70.44%) asserted that they pay attention to every student's needs. Further, 301 (71.15%) mentioned that they are concerned more about students' present than students' future. On asking if they believe patience is an important virtue in the teaching profession 145 (34.27%) mentioned they always believe so. On asking if they help students to identify their learning needs and objectives 299 (70.68%) mentioned they always do so.

Further, questions on engaging the students were asked to the teacher participants where at least 166 (39.24%) always make their students laugh by telling humorous stories about themselves. Moreover, 189 (44.68%) usually can think of witty things to say when they with their students. Next, 118 (27.89%) asserted that their students often admire their humorous quality. Next, 178 (42.08%) agreed that humour is an important virtue in the teaching profession.

Further questions clarified that 322 (76.12%) believe that it is their responsibility to ensure good social relations among their students. While 324 (76.59%) mentioned that they believe their willingness is very important to be engaged in the teaching work, 173 (40.89%) revealed that they are so involved with their profession that they are willing to work beyond office hours. On asking if they can go to any extent to enhance and develop their attitude required in the teaching profession, 244 (57.68%) asserted they would. Further, 228 (53.90%) revealed that if they could get a job different from being a teacher and paying the same amount, they would never take it. 372 (87.94%) participants mentioned when students make them angry, they never deal with them while still angry. Next, 344 (81.32%) asserted they focus on one student at one time. Lastly, 273 (64.53%) revealed that they often go overboard in putting themselves down when making jokes or trying to be funny with their students.

C. Procedure

In order to find out whether the data collected through the questionnaire is reliable and valid, Cronbach's Alpha was performed. Further, as there were 23 components that signify the characteristic of a virtuous teacher and as it is not possible to accept all the components hence factor analysis was conducted that condensed all the 23 components into 8 most essential virtues of a teacher. Next, correlation matrix was performed to assess the correlation between all the independent variables and dependent variable that

is characteristics of a virtuous teacher. Lastly, binary logistic regression analysis was performed to check how much impact each of these 8 characteristics have on determining the qualities of a virtuous teacher. Further, the paper also studied the applicability of this model as a predictor for future studies of such kind.

D. Data Reliability and Validity

Table 1 below shows the reliability test done through SPSS in the study. Cronbach's Alpha was performed and the values demonstrated that the reliability level was found to be 0.735. This further shows that the data itself has 73% of accuracy and reliable as the data reliability is $>.70$.

Table 1: Reliability Test
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.735	26

E. Factor Analysis

Table 2 below shows that out of 23 components, total 8 components are the most essential qualities of a virtuous teacher which has 62.912% of variance for this model. The table below randomly selects the 8 components. However, the names and variance of each component that are analysed is shown in component matrix in Table 3.

Table 2: Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.740	16.259	16.259	3.740	16.259	16.259	2.249	9.779	9.779
2	2.719	11.822	28.081	2.719	11.822	28.081	2.160	9.392	19.171
3	1.677	7.292	35.373	1.677	7.292	35.373	1.877	8.160	27.331
4	1.471	6.395	41.768	1.471	6.395	41.768	1.764	7.671	35.002
5	1.440	6.262	48.030	1.440	6.262	48.030	1.744	7.582	42.584
6	1.257	5.467	53.497	1.257	5.467	53.497	1.742	7.573	50.157
7	1.122	4.877	58.374	1.122	4.877	58.374	1.598	6.947	57.103
8	1.044	4.537	62.912	1.044	4.537	62.912	1.336	5.808	62.912
9	.964	4.190	67.102						
10	.872	3.790	70.893						
11	.762	3.314	74.206						
12	.723	3.142	77.348						
13	.665	2.892	80.241						
14	.642	2.790	83.031						
15	.598	2.601	85.632						
16	.546	2.372	88.004						
17	.517	2.250	90.254						
18	.463	2.014	92.268						
19	.452	1.965	94.233						
20	.430	1.868	96.101						
21	.358	1.556	97.656						
22	.299	1.299	98.955						
23	.240	1.045	100.000						

Extraction Method: Principal Component Analysis.

Only cases for which Virtuous Teacher = Virtuous are used in the analysis phase.

F. Component Matrix

Table 3 below shows the component matrix that depicts the sequence of the essential qualities of a virtuous teacher highlighted in blue and accordingly the component matrix values are highlighted in red.

G. Correlation Matrix

Table 4 below shows a significant co-relation between the dependent variable and the independent variables through correlation matrix. The table shows the correlation values of the variables.

Table 3: Component Matrix

Component Matrix ^{a, b}								
	Component							
	1	2	3	4	5	6	7	8
Communication	-.058	.172	.442	.167	.253	.447	.276	-.231
Fairness	.142	-.025	.003	.555	-.405	-.143	.425	-.121
Facilitation	.136	-.414	-.368	.427	.210	.173	-.026	.244
Understanding	.439	.115	-.110	.350	.149	.198	.131	-.494
Listening	.459	-.270	-.225	-.114	-.157	.401	.177	.231
Perception	.472	-.184	-.197	-.165	.352	-.068	.010	-.417
Attachment	.413	-.145	-.082	.141	.274	-.315	-.208	.098
Responsibility	.384	.301	.143	.148	.125	.297	-.355	.359
Patience	.097	.337	-.047	-.021	.674	-.111	.087	.240
Nurture	.502	-.164	.079	-.462	.137	-.263	.132	-.123
Care	.164	.592	-.220	-.001	-.031	-.426	-.075	-.060
Wit	.291	.452	.059	.307	-.018	.116	-.409	-.086
Cheerful	.434	.430	-.279	-.029	-.509	.073	-.058	.044
Amusing	.368	.437	-.581	.006	.059	.052	.143	.080
Humor	-.016	.490	.497	-.284	-.172	.113	-.133	-.032
Contribution	.589	-.174	.042	-.411	-.071	.269	.273	.205
Interest	.598	-.210	.217	.009	-.035	-.286	.224	.158
Involvement	.506	.180	.478	.072	.046	-.126	.048	.016
Growth	.470	.061	.399	.369	-.058	-.275	.159	.251
Commitment	-.077	.524	.036	-.017	.276	.202	.316	.118
Attitude	.580	-.336	.112	.037	.073	.164	-.304	-.220
Focus	.510	-.495	.129	.003	-.147	.064	-.248	-.011
Enthusiastic	.522	.481	-.166	-.216	-.160	.042	-.003	-.143

Extraction Method: Principal Component Analysis.
a. 8 components extracted.
b. Only cases for which VirtuousTeacher = Virtuous are used in the analysis phase.

Table 4: Correlation Matrix

			Correlations							
Control Variables			Communication	Fairness	Responsibility	Patience	Care	Humor	Interest	Commitment
VirtuousTeacher	Communication	Correlation	1.000	.091	.072	.055	.028	.131	.023	.142
		Significance (2-tailed)		.062	.141	.261	.564	.007	.641	.003
	Fairness	df	0	420	420	420	420	420	420	420
		Correlation	.091	1.000	.046	.056	.004	.053	.225	.072
	Responsibility	Significance (2-tailed)	.062		.351	.253	.942	.277	.000	.140
		df	420	0	420	420	420	420	420	420
	Patience	Correlation	.072	.046	1.000	.187	.064	.101	.112	.090
		Significance (2-tailed)	.141	.351		.000	.186	.039	.022	.064
	Care	df	420	420	0	420	420	420	420	420
		Correlation	.055	.056	.187	1.000	.148	.060	.019	.217
	Humor	Significance (2-tailed)	.261	.253	.000		.002	.222	.697	.000
		df	420	420	420	0	420	420	420	420
	Interest	Correlation	.028	.004	.064	.148	1.000	.154	.010	.120
		Significance (2-tailed)	.564	.942	.186	.002		.002	.841	.013
	Commitment	df	420	420	420	420	0	420	420	420
		Correlation	.131	.053	.101	.060	.154	1.000	-.029	.231
		Significance (2-tailed)	.007	.277	.039	.222	.002		.552	.000
		df	420	420	420	420	420	0	420	420
		Correlation	.023	.225	.112	.019	.010	-.029	1.000	.077
		Significance (2-tailed)	.641	.000	.022	.697	.841	.552		.116
		df	420	420	420	420	420	420	0	420
		Correlation	.142	.072	.090	.217	.120	.231	-.077	1.000
		Significance (2-tailed)	.003	.140	.064	.000	.013	.000	.116	
		df	420	420	420	420	420	420	420	0

H. Binary Logistic Regression Analysis

Table 5 below shows the Binary Logistic Regression processing summary that demonstrate selected cases for the study. The table also shows there is no missing data for the study.

Table 5: Case Processing Summary

Case Processing Summary			
a		N	Percent
Selected Cases	Included in Analysis	423	100.0
	Missing Cases	0	.0
	Total	423	100.0
Unselected Cases		0	.0
Total		423	100.0

If weight is in effect, see classification table for the total number of cases.

Table 6 below is the Beginning Block that shows the classification matrix of the original sample set of 423 respondents, 320 respondents are considered virtuous and 103 as non virtuous

Table 6: Classification Matrix

a,b					
Observed			Predicted		
			Virtuous Teacher		Percentage Correct
			Virtuous	Not Virtuous	
Step 0	Virtuous Teacher	Virtuous	320	0	100.0
		Not Virtuous	103	0	.0
Overall Percentage					75.7

Constant is included in the model.

The cut value is .500

Table 7 shows that 303 respondents believed that there are 8 most important qualities which determine a virtuous teacher. Further, the table predicts that this study will be 83.2% effective in future work of similar kind.

Table 6: Prediction

Observed			Predicted		
			Virtuous Teacher		Percentage Correct
			Virtuous	Not Virtuous	
Step 1	Virtuous Teacher	Virtuous	303	17	94.7
		Not Virtuous	54	49	47.6
Overall Percentage					83.2

The cut value is .500

5. Findings

Findings indicate that after implementing factor analysis technique in Table 2 a total of 8 components were received. However, it was not specified as to which 8 components are in fact essential to determine the characteristics of a virtuous teacher. Further, component matrix in Table 3 reveals the essential

qualities that are communication, fairness, responsibility, patience, care, humour, interest and commitment as important characteristics of a virtuous teacher. Results were drawn based on the highest value achieved from the respective component matrix. The correlation matrix in Table 4 portrays that considering virtuous teacher as the control variable, the 8 components are positively correlated with each other. However, 2 components that are humour and interest have a slight negative correlation with each other having regression value of -.029 without impacting the main objective of the study. Findings, of the binary logistic regression analysis in Table 5 indicate that out of 423 cases not a single case was missed out. Further, 320 respondents are considered virtuous and 103 as non virtuous. However, the findings in Table 7 predicted that 83.2 % of the data is correct and can be implemented in further work of similar kind.

6. Critical Discussions

In the framework of studying, and the research that has been carried out, results indicated that to determine the characteristics of a virtuous teacher, although there might be various components that signify the same but there are 8 most essential qualities that fulfil the objective of the study. Critical discussion underlying the results may indicate that virtuous teachers need to be great communicators as a virtuous teacher's communication skills is viewed as naturally relational that fosters the development and growth of the students. Further, fairness is another important attribute of a virtuous teacher as fair teachers are intrinsically motivated to do justice with every student irrespective of gender, cast, religion or status. For a virtuous teacher every student is unique and hence a virtuous teacher ought to implement pedagogical methodologies fairly for every student. The next important role that a virtuous teacher has to impart is responsibility towards the students in order to enable and empower each student to emerge as a competent personality. A virtuous teacher's responsibility should not be restricted to classroom teaching only rather beyond the four walls of the classroom where the teacher provides enough space and opportunity to the students so that they can learn further than the syllabus. Patience is another essential quality that a virtuous teacher needs to possess as patience brings a teacher closer to the students' inner abilities and potentials, understand that no students are alike and that they behave, learn and act according to their potentialities. Besides the other aspects, a

virtuous teacher ought to be caring towards the learners. Students often feel demotivated in the process of learning specifically if they are learning something new. At such a point, a virtuous teacher is someone who understands the setbacks of the learners and helps them learn and grow. Next essential quality of a virtuous teacher is interest because much of the students' growth and development is dependent on the interest that they take to personally understand their needs and provide efforts to work on them. Next virtue is humour that a virtuous teacher ought to possess as a perfectly weighed humour when incorporated in class makes it more lively and enthusiastic. Commitment as another factor makes teachers believe through their attempt to recognise the challenges; they can bring a drastic change and difference in the approaches towards making their students better individual.

7. Conclusion

An ethical teacher is self-disciplined and follows a number of sub genres. The study demonstrated that a virtuous teacher carries some of the most essential qualities like communication, fairness, responsibility, patience, care, humour, interest and commitment. In fact, these qualities enable a teacher to be virtuous so as to set out a good example to students. Virtuous teachers ought to be honest in their work in dealing with the students, loyal to the success and failures and remain trustworthy so as not to reveal their weaknesses to others. There is a growing need to incorporate and implement virtue ethics in teaching profession as it not only makes a teacher a good human being who is responsible for innumerable students and their future by shaping and moulding them through ethics but also providing the students an opportunity to learn the same from the teachers. It is of utmost importance that students get an in depth knowledge, awareness and a motivation that pushes them to be better individuals every day. However, teachers being the role models for the students must be first virtuous and understand their duties towards students. The act of virtues incorporated in the art of teaching improvises the position and dignity in teaching profession persistently and throughout the life. This paper studied the 8 most important qualities that determine a virtuous teacher particularly not as a requirement but as a demand to meet the challenges of the various social contexts.

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Questionnaire

All the questions have the options like 1- Never, 2- Not Often, 3- Sometimes, 4- Often, 5- Always		
Sl. No.	Components	Questionnaire
1	Communication	Communication is an important virtue in the teaching profession.
2	Fairness	I can be unbiased with means and approaches to get the solution to the problem of my students.
3	Facilitation	When I initiate a discussion of something important, I always make a way for my students to explain
4	Understanding	I ask for more information and clarification from my students when required.
5	Listening	I listen fully and affirm that I understand what my student says.
6	Perception	I understand each student is different.
7	Attachment	I pay attention to every student's needs.
8	Responsibility	I am concerned more about students' present than students' future'.
9	Patience	Patience is an important virtue in the teaching profession.
10	Nurture	I help students to identify their learning needs and objectives.
11	Care	I always make my students laugh by telling humorous stories about myself.
12	Wit	I usually can think of witty things to say when I'm with my students.
13	Cheerful	Making my students laugh is my natural way of communicating with my students.
14	Amusing	My students often admire my humorous quality.
15	Humor	Humor is an important virtue in the teaching profession.
16	Contribution	It is my responsibility to ensure good social relations among my students.
17	Interest	I believe my willingness is very important to be engaged in teaching work.
18	Involvement	I am so involved with my profession that I am willing to work beyond official hours.
19	Growth	I can go to any extent to enhance and develop my attitude required in the teaching profession.
20	Commitment	If I could get a job different from being a teacher and paying the same amount, I would take it.
21	Attitude	When students make me angry I deal with them while still angry.
22	Focus	I focus on one student at one time.
23	Enthusiastic	I often go overboard in putting myself down when I am making jokes or trying to be funny with my