

**THE CHARACTERISTICS OF A GOOD CRITIC TEACHER
AS REPRESENTED BY OPINIONS OF STUDENT TEACHERS**

A Thesis

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CHAPTER I

INTRODUCTION

A. STATEMENT OF THE PROBLEM

"That . . . governments are instituted among men, deriving their just powers from the consent of the governed." From out of this principle of democracy have come various implications which have pervaded and influenced various aspects of human relations and behavior. It has come to be a social philosophy governing the whole fold of human relations, both personal and social.

In any sort of organization this principle is applicable. As long as there are leaders and followers this principle holds true. The spirit that should prevail between the two groups should be one of mutual help, and of cooperation and consideration, for one another. The leader exercises his "just powers" which he derives from "the consent of the governed" and in the performance of his duties he is conditioned by the attitudes of the "governed". The followers likewise have to temper their behavior in the performance of their assigned tasks in consonance with rules and regulations of the "government" they have formulated through the common "consent of the governed".

The teaching profession has not escaped from this social philosophy. The word democracy has come to be a watchword in every area in education. The training for democracy has become the pivot of all educational objectives. A number of democratic principles in education have been formulated and advanced. Some of them have been accepted and adopted. The fact should be noted, however, that while educators talk of democracy and preach its various aspects, they must likewise practice what they preach.

It is imperative that schools should practice democracy if they are to be rightly known as the "cradle of democracy". "A house divided against itself cannot stand." It cannot stand half democratic and half autocratic in its make-up and practices. The "cradle of democracy" has to be 'rocked' by democratic practices and principles, if it is to teach democracy and produce democratic citizens.

One aspect in education where the democratic principles have to be securely implanted is in the pupil and teacher relationship. It is in this field where violation of the democratic principles constantly occurs. As long as human nature still remains dynamic, as long as there is that inner urge in man to dominate and dictate, the democratic principles are still apt to be violated. Very often complaints are heard from students of "domineering teachers,"

"teachers who think that they are always right," "teachers who think that they have the monopoly of good ideas" and so forth. These complaints are not without foundation because some teachers have not formed the habit of asking opinions from students. To that extent, therefore, our democratic principles have been violated.

With reference to this Mort said,

Democracy demands that each human being be dealt with by his fellows as a living, growing, potentially flowering organism that has a right to be a participant in decisions that stand to affect him.¹

The democratic ideal requires that every member of the school system from the first grade pupil and teacher to the highest school administrator must have some share in the exercise of the educational powers. This calls for the adoption of intellectual initiative, discussion and decision throughout the entire school corps.²

A group is never entirely democratic, if democracy demands that all those concerned are to have a say in the setting up of rules and regulations that affect them. For example, if the voters were to vote on every item of the school budget and on every provision of the regulations, the school machinery would be so cumbersome as to make it

¹ Paul R. Mort, Principles of School Administration (New York: McGraw-Hill Book Company, Inc., 1946), p. 99.

² Ibid., p. 103.

impossible to meet situations requiring quick action. Yet the above situation may be minimized by encouraging free expression among those concerned from the lowest personnel to the highest school administrator. From these opinions might come the best democratic practices. Any administrator or school personnel who constantly insists upon the acceptance of his views, automatically indicts himself for the violation of democratic practices.

Furthermore, Mursell in discussing the role of a teacher in the class wrote:

It is, that the teacher should behave simply as a member of the group, with no more rights, privileges or powers than anybody else. The group, not the teacher, should formulate all plans and make all decisions. . . . The teacher should never impose his own wishes and as a matter of principle should refrain from making plans in advance. . . .³

The above opinion advanced by Mursell further elucidates the new importance given to students and pupils in the educative process as a result of the democratic movements in education.

These democratic principles in education will be of much use in the process of selection of teachers. Its application will require the use of student opinion in confirming and evaluating teachers.

³ James L. Mursell, Successful Teaching (New York: McGraw-Hill Book Company, Inc., 1946), p. 27.

Numerous attempts have been made to determine the outstanding characteristics of a good teacher. But the search for those qualities has gone without marked degree of success. A number of criteria for the selection of teachers have been advanced, but educators up to now are still somewhat at a loss for valid and reliable criteria for teaching effectiveness. Marks in college courses, amount of education, teacher's personality and intelligence ratings have been correlated with teaching efficiency. Relationships, however, have turned out to be uniformly low. Some authorities believe that an important evaluation of a teacher can be obtained from the reaction of pupils. They assert that statements of large numbers of pupils will indicate factors of real significance in successful teaching.⁴

For this reason the utilization of the opinions of teacher-trainees may have value for the purpose of improving the pre-service education of teachers. Educators, however, have often discounted the opinions of trainees although some believe that more avenues for obtaining student opinion and for interpreting reactions should be provided. The need for the utilization of opinions of

⁴ Paul Witty, "An Analysis of Personality Traits of the Effective Teacher," Journal of Educational Research, 40:662, May, 1947.

teacher-trainees is especially true in student teaching because in any education curriculum, "student teaching is the most significant set of experiences and the most valuable core of educative activities."⁵

This research, or any research, in education, is especially needed in the Philippines. Much of the research material being used in our country today is of foreign origin, and with reference to teacher and pupil relationship such data may not be fully adapted to our needs and our temperament. Hence, this study of the characteristics of a good critic teacher, as reflected in the opinions of student teachers, was undertaken.

This study has for its purpose the improvement of the relationship in the day-to-day contact of the critic teacher and the student teacher. It is believed that much improvement can be derived for the pre-teaching experiences of teachers, if reactions and opinions of students are sought. It is further believed that Practice Teaching, which is a part of the teacher training curriculum has been neglected with reference to our democratic principles. Although in one way or another, critic teachers have been trying to be

⁵ G. D. McGrath, "Some Experiences with Student Teacher Questionnaires," Journal of Educational Research, 48:641, May, 1950.

democratic in dealing with the student teachers, the practice of gaining their active cooperation by getting their "just consent" in matters that affect them, has not been widely used. As a result, it cannot be determined if critic teachers have been what the students like them to be, or if in the course of their efforts to impart to the students what they know, they have provided the students with the best situations and influences for their optimum development. Therefore this study on the topic "THE CHARACTERISTICS OF A GOOD CRITIC TEACHER, AS REPRESENTED BY OPINIONS OF STUDENT TEACHERS," has been made.