

WHO ARE THE TALENTED TEACHERS? PERCEPTION OF POST GRADUATE STUDENTS' OF HIGHER EDUCATION INSTITUTIONS

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Abstract- Teachers are one of the most important resource in determining student's future academic success and lifetime outcomes. Based on such assumption the present study tried to find out some characteristics of a talented teacher. The base for such characteristics/features was taken from the review of literature where the study categorized the talent skills into two parts as Professional skills and Emotional skills, which were found to be relevant in determining the efficiency of a teacher. Self-structured items were used on a Likert scale who's Cronbach's alpha (0.94) and mean value (4.6) indicated the reliability of that scale. A sample of 300 students were taken who were perusing the post-graduation degree in any of the three main universities of Punjab as Punjabi University, Patiala, Punjab University, Chandigarh and Guru Nanak Dev University, Amritsar. The findings of the study revealed that both the professional and emotional skills were important for determining a talented teacher. However from the professional part teacher's presentation skills, creativity and managerial skills were found most important features of a talented teacher, whereas from the emotional part teacher's motivation, personality adjustments and willpower were significant. The study concluded that the institutions must make necessary environment where such skills are developed in teachers for getting effective results in the form of efficient and effective student's outcomes and satisfaction.

Key words- Talent, Higher education institutions, Talent skills, Teacher's performance

Introduction-

In this dynamic world, where the competition has become fully customer centric, it is important for every sector whether education, business or any other to be focused on the satisfaction of the end consumers. This can be possible when the demands of the customers are analyzed and the compatible inputs are used for the suitable outputs. In education sector the situation has come to the survival of the institutions. As the society today is very much aware about the role of effective education in their development process that can be possible only when the compatible inputs means the effective and efficient teachers are used in the institutions. American Commission on Teacher Education (1946) also stated that the quality of a nation depends on its citizen's quality which actually depends on the quality of the teachers of that nation (Dutta, et al 2017). The Secondary Education Commission (1952-53) has rightly said

that teachers' place is very important both to the school as well as to the society with respect to their personal qualities, educational qualifications and professional training. Thus the institutions are making efforts for attaining and retaining the staff which fulfils the perceived benefits of the students and the society.

The quality of an educational system cannot exceed the quality of its teachers. Achieving universally high outcomes is only possible by putting in place mechanisms to ensure that schools deliver high-quality instruction to every child (Barber & Mourshed 2007; Malm, 2009). Whereas Association for Teachers Education in Europe (ATEE, 2006) stated that teaching is seen as a profession that entails reflective thinking, continuing professional development, autonomy, responsibility, creativity, research and personal judgment (Malm, 2009).

The responsibility and the accountability the teachers have for the institution, society and their own profession is beyond all of our thoughts. But the major fact to be understood is the difference between effective and ineffective educators or teachers. When the same responsibilities are handled by the ineffective teacher good results cannot be expected in any form. The basic focus of this research was to understand that what kind of talent is expected in a teacher. Due to this Covid 19 pandemic the real talent of the teachers was sized up. When there were the challenges to urgently adapt the new techniques of teaching and defusing the traditional aspects. It was found that there were very few who were able to adapt such changes, rest were facing problems in engaging students in the electronic classroom, managing their stress levels, providing effective teaching and the professional satisfaction. Thus institutions and society should understand the quality of the talented teachers and should focus on the development and retention of those qualities.

LITERATURE REVIEW

During last decades many research work were related to assessing the characteristics comprising the talent of an educator. (Rubio C, 2009) The idea of effective teacher for each individual is variable. Students' perception, opinions and/or experiences about an effective teacher are different. An effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching. It was agreed by the researchers that teachers are one of the most important school-based resource in determining student's future academic success and lifetime outcomes. However there is strong emphasis on improving teacher's effectiveness as a means to enhancing student learning (Chetty et al, 2014; Rivkin et al, 2005; Rockoff, 2004). Some other researchers were also of the view that the talent of the teachers is often measured by the student achievement (Darling-Hammond, 2000., Kupermintz, 2003; Sanders, 1998) Where other stated that teachers did more than simply raising test score gains of the students (Loeb, Rouse, & Shorris, 2007; Dutta, et al 2017). (Azer, 2005) Found that excellent teachers serve as role models, influence career choices and enable students to reach their potential. (Awofala, 2012) teaching is a complicated and demanding activity; It requires the inclusion of actual experiences and the development of materials that can give more meaning to learning, skills, and attitudes. It is also the important

fact that whenever there is a discussion about talent of teachers, there is found to be different perspective of different researchers. As stated Scrivner, (2009) that students listed the qualities of effective teachers, as friendly, forgiveness, respect, compassion, fairness, attitude comprehension Scrivner, (2009). Where Walker (2008)[4] identifies twelve characteristics of effective teacher needed for students to behave appropriately these features are: preparation, positive attitude, high expectations, creativity, fairness, personal touch, developing a sense of belonging, accepting mistakes, sense of humor, respect for students, forgiving attitude and compassion. Anderson, (2009) found that effective teacher is the result of three components: ability, personality and knowledge. Witcher et al., (2001) come up with 6 themes: (a) student centeredness, (b) enthusiasm for teaching, (c) ethicalness, (d) classroom and behavior management, (e) teaching methodology, and (f) knowledge of subject.

SKILLS REQUIRED FOR BEING A TALENTED EDUCATOR

Skills are the sources which governs the behavior and the features of the talented teachers. A teacher with more efficient skills will possess more of the elements of the talented teachers than the teachers with less efficient skills. (Rychen 2003, Malm, 2009) Competent performance or effective action implies the mobilization of knowledge, cognitive and practical skills, as well as social behaviour components such as attitudes, emotions, and values and motivations. In England a framework of professional standards for teachers were formed which comprised of three interrelated elements as professional attributes (developing professional relationships, communication, understanding legal documents), professional knowledge (confidence in subjects taught), professional skills (positive attitude, discipline and safe learning environment). However it was also found that beliefs, values, feelings and attitudes are all part of the emotions they influence the ways in which we act, however emotion is one of the least investigated aspects of the research on teaching, little is known about how teachers regulate their emotion, the relationship between teachers emotions and motivation (Boardman, 1992; Zembylas, 2005; Sutton & Wheatley, 2003, Malm, 2009).

Many researchers have categorized talent skills into personal and professional categories, as (Bakhru, K, 2017, p.300) divided competency skills into four categories. But based on the above facts and the relevance of the psychological investigation of the teachers the researchers in this study have categorized the talent skills into two categories as professional skills and emotional skills which are discussed in detail below.

PROFESSIONAL SKILLS These skills are directly associated with the performance of a teacher. These skills help a teacher to understand the requirements of the classroom and the institution. The professional skills are basically visible in the working of the teachers; their ability to satisfy the needs of the workplace and the ability to manage the competencies of one and the others.

(Gore & Begum, 2012) the teachers need to develop their skills and personality to justify their job. One such skill is managerial skills. The study stated that teachers need to develop such skills as classroom management, managing teaching, and time management, management of

communication and management of self learning. However it is also important to note that a good teacher is also a good manager, because the role of 21st century teachers is not left to only class management but also with the institutions brand image and the marketing function of that institution. For being an effective teacher today the requirement to have proper skills for managing and sustaining the overall image of the institution is must. (Turner & Bisset, 2001) listed five dimensions of effective teaching as knowledge of curriculum and content, pedagogical skills, reflection and ability of professionalism, commitment & managerial competencies.

(Simendinger, 2009; Darling-Hammond, 2010)) In their research has identified effective communication as an attribute for effective teachers. (Callahan, 1987) found that effective teacher is one who knows how to communicate his subject to students. (Crowl et al, 1997; Sadker & Sadker, 1997) stated that teachers should use clear and varied methods of presentation and the matter should be clearly presented both in direction and in content information. However (Kottler et al, 2005; Norton, 1977) stated that the important attribute of a good communicator is a good listening, "Listening to and responding to authentic feelings and ideas. (Khan et al, 2017) Good communications minimize the potential of unkind feeling during the process of teaching.

Sharma (2000) is of the view that teachers can play their role effectively only when they are well trained. Which was also supported by (Anderson, 1989), Teaching skills and tactics can be inculcated by effective teacher education programme. Through such enterprises 'teacher understands learning theory, subject matter, curriculum development, student's development and knows about the application of knowledge' (Cooper, 2003; Moore, 2003 & Aggarwal, 1999). It was found according to the McBer Report (DFES, 2000) students expect a teacher to have good content knowledge to be considered effective, which inspire the students' confidence in the teacher. The researchers like (Craig and Dickenson, 2003; Gurney, 2007) focused more on the planning aspects of the teachers lesson.

One of the most important skills required for effective teaching is the understanding of the difference in learning of each individual. An effective teacher must have the quality to personalize the teaching for each student. When talking about the talent of the teachers various personal skills are also the important things in deciding the quality of teaching such as inspiring personality, discipline, attitude towards teaching, and social understanding. The underlined fact in a research is that the teachers themselves cite personality traits as being a dominant contributing factor to their effectiveness. Certain traits, such as their commitment to their duties, their love for their students, patience and a sense of humors coincide with the findings of related research (Murphy 2004, White & Roesch 1993, Macconi 1993, Ramsay 1993).

It was also found that the teachers who personalize teaching through the use of humor, stories, enthusiasm and self-disclosure are perceived by their students to be effective in explaining course content (Bryant et al 1979). Many of the skills which are visible in the performance of a teacher were found overlapping in the different researches. However some studies noted that the professional development of the teacher also influences the quality of the instructions given

by the teacher. As stated by (Blank & De Las Alas 2009) reported 16 studies stating positive relationship between professional development and student's achievement.

EMOTIONAL SKILLSThe professional skills will work when they are combined with strong emotional skills. As where the professional skills are required for effective performance, the emotional skills are required for sustaining such effective performance. As stated apart from having complied with the formal aspects of their everyday work within and outside of their classrooms, their values and perceptions of what it means to be a good teacher as well as emotions influence their judgment during the process of teaching (Van Kan et al, 2013). These skills also have an impact on the teachers' performance but are less visible in nature. (Edannur, 2010) state that character development is to be the foundation of a society. Wherein selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Emotional skills are basically refers to the ways in which an individual conceptually organizes the environment and the ways that individual filters and processes the stimuli so that environment takes some psychological meaning. A talented teacher has the quality of emotional competence, which directs the power to control the emotions more easily and successfully. As stated by (Goleman, 1995) feeling matters to the extent that they facilitate or interfere with the shared goals. Whereas (Mathews, Zeidnar and Robberts, 2002) reported that it requires competency to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his/her co workers thus leading to high job performance and high job satisfaction (Dong, 2006)

(Chaya, 1974) found that talented teachers have significantly better personality adjustment, more favorable attitude towards teaching and emotional stability. Whereas (Grewal, 1976) stated that the main predictor of teacher's effectiveness were as social, emotional, dominance and verbal and non-verbal intelligence. However (Srivastva, 1980) highlighted that frustration has a significant impact on teaching efficiency thus the power to control frustration help a teacher to sustain talent in the workplace. (Chabot & Chabot, 2004) specifically when it comes to the competency of identifying one's own motions and those of others, the authors state that the focus is on identifying nonverbal expressions and physiological changes but also on being able to discern the real from the mimicked emotions, which may pose a particular challenge. The authors also stated that understanding one's own and others emotions includes the former competencies (recognizing and expressing emotions), but also goes beyond them. This competency entails a person being able to understand the subtleties of emotionally charged words as well as to establish links between an emotion and its trigger. This allows a person to understand complex emotions and the transition between emotions (for instance how sadness can transit into aggressiveness). However (Naring et al , 2006) noted that expressing the emotions which are not in accordance with the experienced emotions can lead to stress and burnout. Specifically using surface acting can in long term lead to emotional depletion and exhaustion. The institutions should aim to develop teachers' emotional competencies as well as

educate them to harmonize their authentic feelings as much as possible with the professional demands and standards so as not to experience demotivation, emotional depletion and exhaustion (Korotaj& Mrnjaus, 2020).

Though the important aspect of teaching as highlighted by most of the researches is building relationship with the students, but if we consider the emotional aspect it should be noted that the relationship of the teacher and student should not take any personal shape. The teacher must be able to manage and control the feelings of one and the students at that stage. Emotional stability of a teacher is most essential, a teacher should be able to manage their positive and negative emotions and should be able to understand and manage the effect of those emotions on others. (Palmer, 1998) stated that effective teacher should have adequate self-knowledge, awareness of his/her feelings, values and awareness of his/her behavior.

One of the important factor as persistence is also found to be critically important for a teacher's excellence. (Bakhru, 2017) thoughtful and determined persistence can make the difference between teachers who struggle and only last a short time in the profession, and those who continue to grow professionally and make a substantial positive impact on their students. However (Antoniou and Polychroni, 2006) stated that increased occupational stress among teachers had weakened the efficiency of the teachers. Individuals with high emotion management capabilities have better social relationships; they also are more likely to engage in prosocial activities at work (Day& Carroll, 2004). And have smoother interactions with team members due to ability to take appropriate action (Mayer et al, 2004). Emotional skills are also related to the self knowledge and the quality of effective self control which governs the behavior their behavior in a systematic manner. (Korthagen, 1993; Richardson, 1996; Malm, 2009) found that the teacher's beliefs play crucial role in how teachers experience their professional role that also affects their decisions, actions and their interactions with students, and also their satisfaction with the profession, thus beliefs should be a focus for instruction and a target for change during teacher education. (Hoy & Murphy, 2001) asserted that institution should focus more on the subjective understanding of the teacher's beliefs and the educational psychology. It was also found in many researches. Whereas (Hargreaves, 1998) contends that the emotional bond teachers have with their students affects both the content and the form of teaching.

(Jersild, 1955; Malm, 2009) stated that emotions such as anxiety, fear, loneliness, helplessness, meaninglessness and hostility in relation to understanding the self are prevalent in teachers' lives. (Gross et al. 1998) identified another concept of Emotional Regulation stated that "Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings". The study has suggested six emotional regulation skills as self awareness, mindful awareness, cognitive reappraisal, adaptability, self compassion and emotional support. Thus these factors should be considered as important as the visible factors are considered by the institution. Some pretend to be what they are not; this kind of fake emotions affects the quality of teaching. Thus for being effective such Emotional skills should be learnt by the teachers that will actually makes them the competent personalities.



RESEARCH AIM & HYPOTHESIS-

The study was aimed to highlight the perception of post graduate students towards the talent of a teacher of higher education institution.

The study has also assumed that there is no significant difference between the demographic variables (Gender and Locale) regarding the perception of required talent skills in a teacher.

RESEARCH SAMPLE- The research was conducted using a survey questionnaire on a convenience sample of 300 post graduate students from (N=100) from Punjabi University, Patiala. (N=100) from punjab university, chandigarh. And (N=100) from Guru Nanak Dev University, Amritsar. Which are the major universities in the state of Punjab.

RESEARCH MEHODOLOGY- The questionnaire was developed considering the variables of the study, which contains 23 items devided into two categories i.e professional skills and emotional skills.The students assessed the degree of frequency for each situation described by a statement on the Likert scale. The degree of frequency was assessed from 1 – strongly disagree to 5 – strongly agree.The reliability of the questionnaire was tested using cronbach’s alpha test on the pilot survey. The results found were as below:

Pilot study was conducted taking sample of 50 respondents.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.942	23

Here the crobach’s Alpha =0.939 out of 23 items in the survey.Cronbach’s Alpha above 0.7 is considered reliable. So here pilot test showed a reliable result.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.165	3.500	4.650	1.150	1.329	.067	23

Mean value above 3.5 is considered good, here the mean value is 4.650 which is well supported. Hence the questionnaire was found to be reliable

RESULTS AND DISCUSSION-

The overall descriptive statistics shows the overall results almost around upper values of the Likert scale which indicates that the students perceive that both professional and emotional skills are equally important for constituting the talent of a particular teacher. The potential reason for such occurrence is that the variables of both the skills were generally significant for the effective and efficient performance of a teachers in a class, and the post graduate students were much experienced than the graduate and school level students so they were able to assess the items validity in talent formation.

Table. 1 Descriptive Statistics of Professional Skills

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Professional skills	302	1.46	5.00	3.9483	.58163	.338
1. A talented teacher is always able to present information in an easy way	302	1.00	5.00	4.3543	1.01662	1.034
2. A talented teacher is always able to influence students' behavior in a positive direction	302	1.00	5.00	4.1589	.93363	.872
3. A talented teacher is always able to generate effective feedback from students	302	1.00	5.00	3.9834	.91302	.834
4. A talented teacher always teaches in a creative way	302	1.00	5.00	4.3079	.88239	.779
5. A talented teacher promotes the institutional image in a positive way	302	1.00	5.00	3.5728	1.05638	1.116

6. A talented teacher have effective content creation skills for engaging students	302	1.00	5.00	4.0033	.91317	.834
7. A talented teacher is always able to manage a positive classroom environment	302	1.00	5.00	4.2086	.83100	.691
8. A talented teacher is always able to complete subject syllabus on time	302	1.00	5.00	3.8245	1.01107	1.022
9. A talented teacher always understands the problems of students and help them to overcome those problems	302	1.00	5.00	3.9669	1.07164	1.148
10 A talented teacher always initiates the creative ideas of the students	302	1.00	5.00	4.1060	.90515	.819
11 A talented teacher has a sufficient teacher training before joining a particular institution	302	1.00	5.00	3.5728	1.07817	1.162
12 A talented teacher has a student centric approach of teaching	302	1.00	5.00	3.7748	.97934	.959
13 A talented teachers always uses technological tools for teaching	302	1.00	5.00	3.4934	1.03668	1.075

As (Turner & Bisset, 2001; Blank & De Las Alas 2009) highlighted the importance of the professional competencies of the teachers and the link between the teacher's professional development and the student's achievements. The same has been proved by the results of this study. The students positively perceived the role of these professional skills in teacher's performance efficiency. Out of which teacher's presentation skills, leadership roles, creativity, managerial and the communication skills were found more important. The overall mean score of the professional skills was (Mean=3.9483), which supports the fact that all the professional skills were assumed positive and highly effective for the teachers.

Table.2 Descriptive Statistics of Emotional Skills

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Emotional Skills	302	1.70	5.00	3.9129	.53669	.288

14. A talented teacher is always able to understand the difference between real and fake emotions of students	302	1.00	5.00	3.7748	1.09467	1.198
15. A talented teacher is always able to manage his/her own negative emotions (anxiety, stress etc.)	302	1.00	5.00	3.5993	.99920	.998
16. A talented teacher is always motivated toward teaching in classroom	302	1.00	5.00	4.0464	.99057	.981
17. A talented teacher is always able to create a positive self-image in students mind	302	1.00	5.00	3.9272	.93723	.878
18. A talented teacher always help students to adjust in a particular institutional environment	302	1.00	5.00	3.8477	.93828	.880
19. A talented teacher has a skill of better personality adjustment in different situations	302	2.00	5.00	4.0166	.80471	.648
20. A talented teacher always provides emotional support to the students	302	1.00	5.00	3.8344	1.00781	1.016
21. A talented teacher always gives a positive and timely reaction to different situations	302	2.00	5.00	3.9437	.87041	.758
22. A talented teacher has effective self-disclosure skills (knowing and sharing one's own behavior)	302	2.00	5.00	3.8907	.84593	.716
23. A talented teacher always have a strong will power for teaching and learning	302	2.00	5.00	4.2483	.87104	.759

(Van Kan et al, 2013) stated that apart from having complied with the formal aspects of their everyday work within and outside of their classrooms, teacher's emotional competencies play an important role in the development of the professional skills. The emotional competencies are based on the skills that teacher requires for the effective planning and understanding of the class behavior, and the ability to differentiate between the real and fake emotions of the students. But in this study only those factors were considered as which can be rated by the students at their

level. The results showed that the teacher’s motivation, personality adjustment skills and the will power for teaching were rated as most important by the students. However the overall mean score of emotional skills was found as (Mean=3.9129) which is almost equal to the professional skills. This means that both the skills were important in constituting the talent of a teacher.

Table.3 Statistically significant item in Professional category on basis of Demographic variable

Professional Skills	Gender	N	Mean	Std. Deviation	Std. Error Mean
A talented teacher promotes the institutional image in a positive way	male	95	3.52	1.193	.122
	Female	207	3.60	.990	.069
A talented teacher has a student centric approach of teaching	male	95	3.82	1.148	.118
	Female	207	3.75	.893	.062
Locale					
A talented teacher is always able to present information in an easy way	Urban	189	4.46	.902	.066
	Rural	113	4.19	1.169	.110
A talented teacher has a sufficient teacher training before joining a particular institution	Urban	189	3.60	1.156	.084
	Rural	113	3.52	.936	.088

An independent t-test was conducted to determine the difference in demographic variables regarding assessment of talent. The test was conducted in all the items of professional skills. In the first category there were two significant items related to the independent variable Gender, as visible in the Table.3 there is statistically significant difference regarding positive promotion of institutional image by teachers, male (M=3.52, SD=1.193); Female (M=3.60, SD=.990); $t(302) = -0.635$, $p = 0.014$. It indicates that female respondents perceive the more importance of the role of a teacher in promoting the positive organisational image. Another significant item related to professional category to same independent variable Gender is the student centric approach of teaching, male (M=3.82, SD=1.148); female (M= 3.75, SD=.893), $t = 0.555$, $p = 0.004$. Indicated that male respondents were of the view that student centric approach should be used by the teacher for effective performance.

When all the items of professional skills were tested on the basis of second independent variable locale. It was found that there two main items that are found statistically significant, it meant that there was the difference in the perception of both the rural and the urban respondents. As visible in the table.3 presentation skills of the teachers were found statistically significant. Urban (M=4.46, SD=.902); Rural (M= 4.19, SD=1.169), $t = 2.242$, $p = 0.007$. Indicated that urban population were assuming the more significance of presentation of information and material in an easy way. Another significant item found was the sufficient teacher training

before joining a particular institution Urban ($M=3.60$, $SD=1.156$), $t=.632$, $p=.002$. The results showed that the teacher training was related to the variable locale, as there is a difference in the perception of both the urban and rural population.

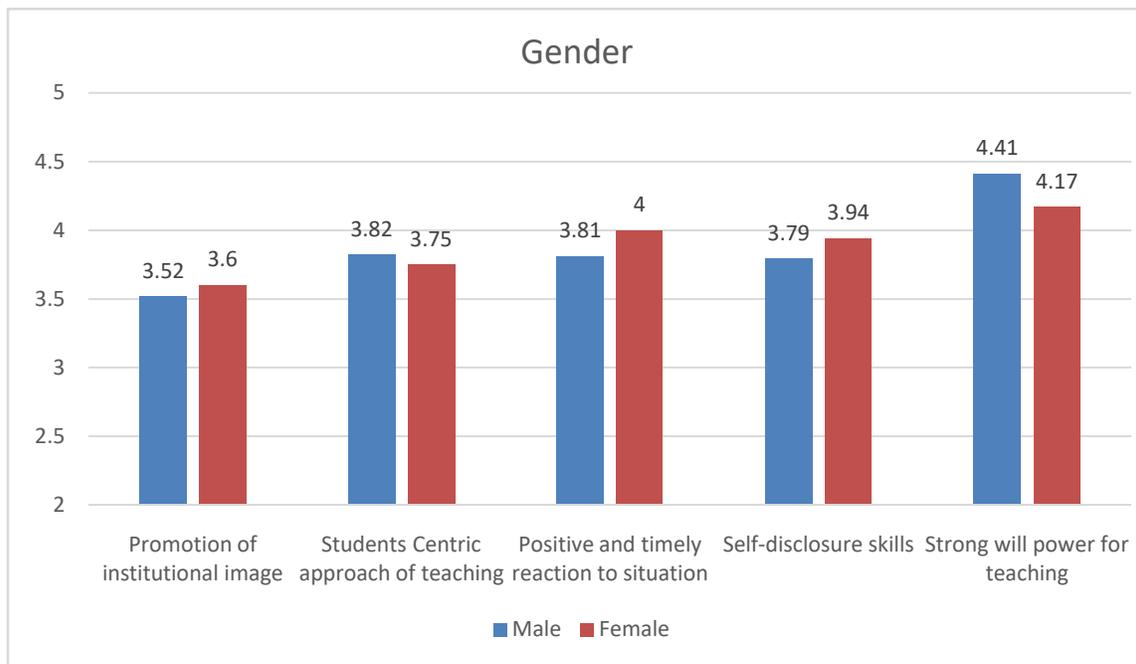
Table .4 Statistically significant item in Emotional category on basis of Demographic varia

Emotional Skills	Gender	N	Mean	Std. Deviation	Std. Error
A talented teacher always gives a positive and timely reaction to different situations	male	95	3.81	.992	.102
	Female	207	4.00	.803	.056
A talented teacher has effective self-disclosure skills	male	95	3.79	.910	.093
	Female	207	3.94	.813	.057
A talented teacher always have a strong will power for teaching and learning	male	95	4.41	.660	.068
	Female	207	4.17	.944	.066
Locale					
A talented teacher is always able to manage his/her own negative emotions	Urban	189	3.56	1.048	.076
	Rural	113	3.67	.911	.086
A talented teacher has effective self-disclosure skills	Urban	189	3.88	.903	.066
	Rural	113	3.90	.744	.070

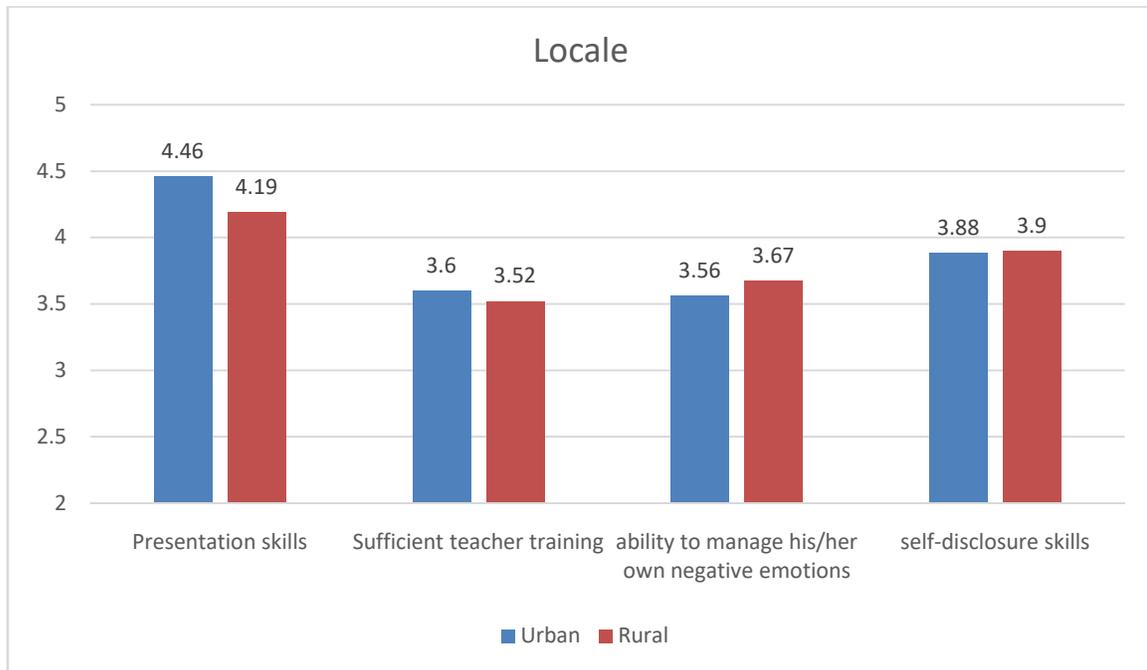
The independent t test was conducted separately on the emotional skills constituting the teachers talent in relation to the two of the independent variable Gender and Locale. It was found that there were three significant items related to variable Gender. As shown in the table .4 that there was statistically significant difference regarding positive and timely reaction of teachers to different situations between Male ($M=3.81$, $SD=.992$), Female ($M=4.00$, $SD=.803$) $t= -1.808$, $p=.001$ indicated that female respondents perceives more importance of the situational reaction of the teacher. Another item which found to be significantly different was regarding the self-disclosure skills of the teachers between Male ($M=3.79$, $SD=.910$), Female ($M=3.94$, $SD=.813$) $t=-1.411$, $p=.001$ which indicates that in this statement also the female respondents provide more importance to the self-disclosure skills of the teachers than the male respondents. However in the other statement as “A talented teacher always have a strong will power for teaching and learning” male respondents perceive more importance of such skills in the generating the high performance of the teachers. As Male ($M=4.41$, $SD=.660$), Female ($M=4.17$, $SD=.944$), $t=2.206$, $p=.001$.

Considering the second variable Locale it was found that there were two significant items related to the emotional skills between the urban and rural respondents. As shown in the table .4 teacher ability of managing his/her own negative emotions like stress, anxiety and

depression, were perceived differently by the respondents. As urban (M=3.56, SD=1.048); Rural (M=3.67, SD=.911), $t=-.985$, where $p=.016$, which indicates that rural respondents assumed more importance of self-management regarding negative emotions of one’s own behaviour. Another item which found to be statically significant is the self-disclosure skills where Urban (M=3.88, SD=.903); Rural (M=3.90, SD=.744) $t= -.189$, where $p=.022$, which indicates that again the rural respondents were more concerned about the self-disclosure skills of the teachers.



Graph 1. Results of the independent samples t-tests regarding the independent variable Gender.



Graph 2. Results of the independent samples t-tests regarding the independent variable Locale.

The overall results are showing a significant difference in some items but the important thing to note down here the level of significance is very small in nature as the differences in mean is just with some points, thus all the items were positively assumed to be important for constituting the talent of the teachers, and there is not much difference in this perception either considering the Gender Or Locale as independent variable.

Conclusions

Taking into consideration both the theoretical and the empirical data it can be stated that both the professional and emotional skills are important component of talented teachers. As stated Gore & Begum, (2012) the teachers need to develop their skills and personality to justify their job. Some of the important skills as perceived by students are the presentation skills, leadership roles, creativity and communication, whereas from the emotional skills teachers self-disclosure, reaction towards particular situation and will power were found important. However according to the assumption of the study as there is no significant difference between the demographic variables and the talent skills, it was found that the difference in perception according to gender and locale was not very high thus it can be stated that either male or female; living in rural area or urban area the perception about the talent skills in a teacher is almost same. The major recommendation of the study is to make a system in every institution for generating and retaining such skills so as to achieve the effective results in form of better student's outcomes. The present study was limited to only post graduate students, and only limited number of variables were taken in this study. For conducting further research more elements of talent should be included. And the scope of study should be increased so as get more exploration about the teachers characteristics.

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