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Meta-competences that confer teachers' credibility and charisma after COVID-19 pandemic

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Abstract

A paradigmatic change in education is due to the transition from teaching contents / information to training and skills development and, more, on developing meta-competences. This study aims to identify master students' perception (School Counselling and Career Development) concerning their meta-competences that confer credibility and charisma to teachers after COVID-19 pandemic. Significant results are analysed; and finally, we have conceived some recommendations for continuous teachers' training that propose to develop these meta-competences.

Keywords: teacher: meta-competence; credibility; charisma; well-being

Introduction

Theoretical orientations in contemporary pedagogy mention and analyse the replacement of the model of a teacher as "specialist / expert in a scientific field" with the model of a teacher as "trainer / guide for obtaining school performances", the teacher that do not propose himself / herself as a model, but propose "a knowledge offer" and support / counsel for the scientific content. Therefore, teacher represents a valuable resource among multiple other educational resources, and his / her role is to guide students to discover personal meanings for the knowledge and to create a friendly climate that help students to feel understood, accepted, valuable.

The teacher that nowadays students need is a learning facilitator that develop and maintain school motivation, challenge and sustain students to their knowledge path and for the internalization of human values. Learning has to be visible and sustainable in order to be meaningful / that students understand the meaning of their learning process.

Generally, looking for sense give sense to our actions and this paradigmatic change in education leads to more relevance, utility and attractivity for the learning process in school. John Hattie clarifies to us when learning became visible: when student become his / her own teacher, and teacher can accurately measure the impact of the methods and instruments that he / she have used during learning process. More, learning is

sustainable when student could integrate new information in the complex area of curriculum and in real life experiences.[1]

Another paradigmatic change in education is the transition from teaching contents to training and skills developing and, more, for developing meta-competences.

When International Economic Forum is referring to the future employer's profile, it brings to discussion meta-competence concept, defined as the capacity cognitive – practical – adaptative and anticipatory that involve learning, adaptation, anticipation and innovation. Professor Mircea Miclea considers that the global citizen of knowledge society needs to develop four meta-competences in order to be successful and fulfilled:

a) *Self-discipline.* Learning involve work and discipline, going beyond comfort zone and a rigorous management of personal life*;*

b) *Autonomy*. Learning is an activity that involve implication, cooperation and autonomy. In the context of a global world, hyper-technologized and interconnected, people are continuous learning, depending on needs and challenges;

c) *Designer type thinking*. This means the capacity to arrange cognitive pieces and resources of a person has, and also his possessed competences so that he / she always create something new;

d) *Entrepreneur mentality*. Entrepreneur does not allow losing. Crises are perfect opportunities to something new, to re-invention and development[2].

A crisis was also pandemic period when teachers were forced to deal with online school challenges, to learn fast "online teaching", to adapt to requirements and rigors of online communication with students. For some teachers this period was stressful, de-motivating and exhausting; for teachers with entrepreneurial thinking (a meta-competence described by Professor Mircea Miclea) it was useful for re-invention, reflection and development of digital competences for teaching.

Therefore, Covid-19 pandemic have emphasised some difficulties of online teaching – learning process, some chronic problems of our education system and a low level of competences and meta-competences of our teachers. More, online school communication has led to diminish the formal relationship between teacher and student and, sometimes, to the erosion of the respect toward teacher authority.

In this context, we are interested to investigate teacher meta-competences, after this pandemic period, competences that helps in his / her formative mission through educational practice.

Teacher credibility and charisma

In specialty literature, many authors underline the importance of teacher credibility in classroom, sustained especially by his/her academic expertise and his/her passion for teaching career. For education context, Mihai Dinu focus our attention on the

[1]John Hattie, *Învățarea vizibilă, Ghid pentru profesori,* Editura Trei, București, 2014.

[2]Mircea Miclea, în Laurențiu Șoitu (coord.), *Covid. Colivia noastră*, Editura Institutul European, Iași, 2020, p.268;

importance of maintain the credibility during educative interactions with students, because there is:

- an initial credibility, that represent the trust level of students before interacting with a certain teacher;
- a derivate credibility due to the contribution and correction of the initial level of credibility during real interactions with the teacher;
- and a terminal credibility generated to the end of the class and represents the vector sum of the other two types of credibility. This final type could be to a higher or lower level than the initial credibility[3]. If teacher explanations are only inferential affirmations (personal deductions, empirical observations) without any factual information support (statistics, longitudinal studies, experiments, researches), students will doubt about transmitted information teacher credibility.

John Hattie[4] considers that teacher credibility influence students' results and his /her credibility is due to "trust, competence, dynamism, and immediacy". More, Douglas Fisher, Nancy Frey, and John Hattie considers that "the dynamic of teacher credibility is always at play"[5]. We agree with their affirmation especially today, when the process of teaching for digital natives is a challenge for every teacher, no matter his /her specialisation, because he / she has to be the expectations of this new generation. Digital native students do not tolerate any more a routineer teaching model where knowledge are transmitted by lecture and they are forced to learn by constraints. They prefer to learn through interaction, online exploration and get involved only if school tasks are relevant for them. In this context, Elena Bonchiș (2021) considers that "starting point is teacher credibility. This dimension is reflected in competence, trust level that he / she is inspiring to students, in sincerity impression that creates, in his / her reputation, and this is growing the level of receptivity for the message."[6]

Surprisingly, Kurt W. Mortensen (2016) considers charisma also as a vital ability, fundamental for today, because people trust less each other, are more sceptical and cynical, are confused, overwhelmed by duties and harder to influence as they used to be; the trust in government or in society is constantly eroded[7].

The word charisma came from the Greek name of Charis goddess that has an absolute beauty and a complete goodness. Charisma is a "personal rare quality, assigned to leaders that stir intense popular devotement and enthusiasm" (American Heritage Dictionary) and also the ability to easily develop relationships with other people, to efficiently influence others bringing them closer to your thinking pattern, to inspire them in order to obtain more and transform them in trustful, for life allies[8].

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[3]Mihai Dinu, *Fundamentele comunicării interpersonale,* Editura BIC ALL, Bucureşti, 2004.

[4]John Hattie, *idem,* 2014.

[5]Douglas Fisher, Nancy Frey, John Hattie, *Visible Learning for Literacy*, Published by Corwin, USA, 2016.

[6]Elena Bonchiș (coord.), *Generația Z: o perspectivă psihologică și educațională,* Editura Polirom, Iași, 2021, p. 212.

[7]Kurt W. Mortensen, *Legile charismei*, Editura Curtea Veche, București, 2016, pp.11-12.

[8]Kurt W. Mortensen, *idem,* 2016, p.13.

Research Methodology

Purpose of Study

The main purpose of our study was to analyse the perceptions to a group of masters from the School Counselling and Career Development (SCCD) program from Petroleum-Gas University of Ploiesti about meta-competences that confer credibility and charisma to the teachers after COVID-19 pandemic.

Accordingly, to this purpose, our hypothesis was "If we identify meta-competences that confers credibility and charisma to the teachers after COVID-19 pandemic, that we could propose adequate continuous training programs for teacher that stimulate and training those meta-competences."

Participants and Research Methods

In order to fulfil our purpose, we have investigated 21 students, first year, in SCCD master program, aged between 18 and 34 years old, all females, from Petroleum-Gas University of Ploiesti. From them, 11 are already teaching in education system and 10 of them are not working in education system.

We have considered that the most appropriate methods to accomplish our investigation purpose was focus-group method. Open questions have been focused on the following analyse units: identifying the first three nominalised meta-competences that confer credibility and charisma to the teacher, now, after pandemic; and suggesting ideas about the process of developing credibility and charisma to teachers after COVID-19 pandemic.

Data analysis and interpretation

Considering the three meta-competences that confer **credibility** to teachers after pandemic, we could see a perception difference between master students that are working as teachers and those that are not engaged in education system, as we could see in the table below:

Table 1. Meta-competences that confer teachers' credibility after COVID-19 pandemic

Perception of master students that are *engaged* in education system	Perception of master students that are *not engaged* in education system
1. Transparency / openness and continuous professional development	1. Professional training, including technological skills
2. Trust that inspires to the students	2. Passion for didactic career
3. Notoriety / reputation due to public image and scientific published work	3. Capacity to facilitate learning for students

Master students that are working in education system have become aware of the importance of open communication with digital native students and of the necessity for continuous learning to deal with profound and permanent changes of educational environment.

Florin Sava (2013) identifies an interdependency between teachers' openness and students' interest toward the teacher and the discipline that he / she is teaching. More, students perceive the absence of teachers' openness as a sign of coldness, relational distance, and finally, as a lack of interest toward them; the openness is leading to the raising of teacher credibility in students' eyes[9]. For native digital students, "the lack of teacher transparency and authenticity could be an obstacle for communication, involvement and school progress"[10].

Mostly, teacher has an open / transparent attitude toward students and he / she will adapt his / her behaviour not only to his / her own needs and aims, but also to students' needs and expectations.

Teachers are preoccupied about continuous professional training in order to answer to the requests, needs and interests of Z generation (digital native). The availability to participate to continuous training programs, to conferences and workshops, publishing scientific papers confer credibility to teachers and help them to keep up with the progresses and the imperatives of educational, social and virtual space. Therefore, a way to maintain their credibility is to learn continuously from their own mistakes, even from their incertitude and disappointment.

As we can see from our study results, the trust that teachers are inspiring to students is a trait that raise teachers' credibility today. Teachers that trust their students also offer them the possibility to have initiatives and choices (for purposes, methods, homework); students are listening them with interest and they (students) trust their teachers' affirmations. These teachers are flexible and tolerant in educative relationship and believe that students could learn and have good results.

For *master students that are not working in education system*, main meta-competences that confer credibility to the teachers are connected to their level of professional training, to their ability for online teaching, to their passion for didactic career and their capacity to facilitate learning process. For students, learning facilitation means showing an enthusiastic attitude about didactic content, stimulating interaction, addressing relevant questions, giving feedback adequate to students' learning needs, guiding students for using TIC and helping demotivated or students with learning difficulties.

About the hierarchy of those three main meta-competences that confer **charisma** to the teachers after pandemic, our study results indicated:

[9]Florin Sava, apud Ștefan Boncu, Ciprian Ceobanu (coord.), *Psihosociologie școlară*, Editura Polirom, Iași, 2013, p.214

[10]Elena Bonchiș (coord.), *idem*, p.213

Table 2. Meta-competences for teacher charisma after COVID-19 pandemic

Perception of master students that are *engaged* in education system	Perception of master students that are *not engaged* in education system
1. Voices' tone and inflections	1. The sense of humour
2. Interest for students' well-being / receptivity for satisfying students' needs	2. Emotional trust
3. Capacity to adapt to changes	3. Physical presence / appearance

So, *from the perspective of master students that are engaged in education system*, teacher is like an actor on stage that highlight the message using voice tone and inflections. In general, teacher voice tone (the level of his / her voice frequency) is a paraverbal essential indicator for teaching act that could change, in a certain context or depending on context, the whole construction of meanings verbally transmitted. In addition, teachers' voice tone and inflections are important in caching and maintaining the attention of students, in their convincing and affective resonance, in school motivation.

Depending on these characteristics, learning environment is dynamic or monotonous, challenging or inhibitory, pleasant or boring. Teachers' tone should be natural, modest and respectful. He / she could be happy or sad, flowing or jerky, gentle or sever etc. depending on many factors: emotional and healthy estate, scientific and psycho-pedagogic training, attitude toward students, socio-emotional competences, the specific of the analysed issue, feedback from students, physical distance from students, online teaching etc.

Another significant result about factors that confer charisma to teachers is "the interest for students' well-being / receptivity for satisfying students' needs". In school is more often analysed and promoted the concept of student' well-being through the respect for their rights and needs, trough assuring physical and emotional security for them. The "well-being" concept has a powerful psychologic – self-explanatory dominant. Fraillon[11] describe this concept as "an attitudinal estate positive and durable, resilience and satisfaction for him/herself and for the experiences and relation from school." Definition correlates with the following structural elements associated with the well-being of students: positive emotions, resilience, satisfaction for relational dimension, and optimal involvement and raised efficiency.

After multiple educational and social changes that have been for the last years, teachers are conscious about the necessity of adaptability / flexibility in order to deal with these changes, and to understand better the new generation of students. For Elena Bonchiș (2021), Z generation has the following characteristics: in hurry, pragmatic, stubborn, independent, ambitious, narcissistic, and cynical sometimes, but educated, focused on status and performance.

[11]Fraillon, apud Ioan Neacșu (coord.), *Psihologia educației,* Editura Polirom, Iași, 2018, p.413

From *the perspective of master students that are not engaged in education system*, teacher charisma is due to the sense of humour, emotional trust and physical appearance. Using humour in an inspired manner (connected to the content) and teacher charisma are connected. The humour helps student to open, to become more receptive, and to be more available for developing a positive relation with their teacher. The benefices of the humour are many and are fundamental for teacher charisma.

In accord with master students' preoccupations that are not working in education system, another meta-competence mentioned by them as important for teacher charisma was "emotional trust". The concept is defined by Gael Lindenfield (2020)[12] as a component for self-trust that refers to our capacity to control our emotions. Alternatively, educative act request more and more this meta-competence.

Considering the third nominalised meta-competence is well knew that pleasant appearance of the teacher focus students' look, having the tendency to associate this quality with others: intelligent, kind, sociable, trendy. The clothes and accessories could increase or decrease teacher charisma and credibility.

Research conclusions

Present study aimed to identify the meta-competences that confer credibility and charisma to the teacher after COVID-19 pandemic, using a research based on focus-group cu master students for the School Counselling and Career Development program.

Our results show significant differences between master students that are engaged in education system and those that are not, considering the hierarchy of the main three meta-competences requested for teachers' credibility and charisma; the differences are due to professional training, didactic experience, concerns and expectations about didactic career.

A first significant result is about meta-competences that confer *credibility* to a teacher: the necessity for openness and for continuous professional development, also gaining notoriety through popularity and publishing scientific works. This result identifies the new roles that teachers should develop in nowadays schools: leadership, counsellor, researcher etc.

Another significant result is about what confer *charisma* for teachers: their interest for students' well-being and their capacity to adapt to changes. An explanation is that online school during pandemic have had negative consequences on students' well-being and teachers have realised through experience (and not only by theory) how important is their capacity to adapt to the challenges generated by Z generation particularities and to the imperatives of digitalization in education.

So, in order to maintain a well-being estate for students and to create an efficient educative relation, we conclude by presenting the strategies that Robert J. Marzano recommend:

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[12]Gael Lindenfield, *Încrederea emoțională. Exerciții și tehnici pentru gestionarea emoțiilor și echilibru sufletesc*, Editura Litera, București, 2020, p. 15.

- Find something about every student from your class;
- Manifest a behaviour that shows affection for each student;
- Make connections between new concepts and students' interests, personalize learning activities;
- Use humour in adequate moments;
- Transmit the impression of emotional objectivity;
- Keep calm in every situation[13].

In conclusion, in a dynamic world, in a continuous speed, continuous teachers training programs should focus on the process of meta-competences' development that confer credibility and charisma, that empower them to be reflexive, to have the courage to be vulnerable, to experiment and learn from mistakes.

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[13]Robert J. Marzano, *Arta și știința predării. Un cadru cuprinzător pentru o instruire eficientă*,, Editura Trei, București, 2015.

Metacompetențe care conferă credibilitate și carismă profesorilor după perioada de pandemie cu Covid-19

Rezumat

O schimbare de paradigmă în educație este legată de trecerea de la predarea conținuturilor la formarea și dezvoltarea de competențe și, mai nou, de metacompetențe. Această lucrare vizează identificarea percepțiilor unor masterande la programul de Consiliere Școlară și Dezvoltarea Caierei (CSDC) de la Universitatea Petrol – Gaze din Ploiești vizavi de metacompetențele care conferă credibilitate și carismă profesorilor după perioada de pandemie cu COVID-19. Rezultatele semnificative obținute sunt prezentate și analizate în vederea elaborării unor recomandări pentru formarea continuă a profesorilor care să urmărească dezvoltarea acestor metacompetențe.