Teachers' and Students' Perceptions of the Ideal Teacher

Öğretmen ve Öğrencilerin İdeal Öğretmen Hakkındaki Görüşleri

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Abstract

The purpose of the study was to describe the characteristics of an ideal Turkish teacher from an interpersonal point of view. A total number of 21 teachers and 276 students (Grades 9 to 11) answered the questions "What should be/should not be the characteristics of an ideal teacher?"A total of 17 students and 5 teachers were randomly selected from this group and were interviewed. The interviews were based on the Model for Interpersonal Teacher Behaviour (MITB) and its two dimensions (Influence and Proximity). Results of the study indicated that students and teachers described the ideal teacher as a person who guides students, motivates and encourages them, gives confidence, has a tendency to build more positive relationship and has earned respect from students.

Keywords: students' perceptions, interpersonal relationship, teacher behaviour, learning environment

Öz

Bu çalışmanın amacı ideal Türk öğretmenin özelliklerini kişiler arası davranışlar açısından değerlendirmektir. Çalışmaya, Bursa'da bir lisede görev yapan farklı branşlardan 21 öğretmen ve 9 şubede öğrenim görmekte olan 276 öğrenci (9-11 sınıf) katılmıştır. Katılımcılar "İdeal bir öğretmenin özellikleri neler olmalı/olmamalı?" açık uçlu sorularını cevaplandırdılar. Kişilerarası Öğretmen Davranışları Modeli'ne (MITB) ve modelin iki ana (Etki-Yakınlık) boyutuna göre düzenlenen yarı yapılandırılmış görüşme formları hazırlanarak; bu gruptan rastgele seçilen 5 öğretmen ve 17 öğrenci ile görüşme yapılmıştır. Öğretmen ve öğrenciler ideal öğretmeni, öğrencileri motive eden, onlara rehberlik yapan, özgüvenlerini kazanması konusunda yardımcı olan, öğrencileriyle olumlu ilişkiler kuran ve öğrencilerinden saygı gören bir kişi olarak tanımlamışlardır.

Anahtar Sözcükler: Öğrenci algıları, kişiler arası ilişkiler, öğretmen davranışları, öğrenme ortamı

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Introduction

Within education, teachers and students regularly complain about each other and experience minor or major conflicts, in which they blame the other educational partner while expecting more thoughtful and respectful behaviour. Most of us remember such situations from our personal experiences as students or teachers, which – in many cases - were the result of discipline problems in the classroom. Undoubtedly, teacher-student interactions play a critically important role in these situations.

Interest in the teacher-student interpersonal relationship has a longstanding tradition in European and American education research. In the Netherlands, for example, a long term research programme called "Education for Teachers" (Wubbels, Créton, Brekelmans & Hooymayers, 1987) at Utrecht University started in 1970 and since then it has proved to be a valuable addition to the domain of *learning environments research* (Fraser, 1998). One important starting point for this programme was the *Model for Interpersonal Teacher Behaviour (MITB)* (Wubbels, Brekelmans, den Brok & van Tartwijk, 2006). The Model for Interpersonal Teacher Behaviour (MITB), is an adaptation from the *model for interpersonal diagnosis of personality* of Timothy Leary (Leary, 1957), a clinical psychologist. Leary stated that when two people interact, their behaviour can be described along two dimensions - a *Dominance/Submission* dimension and an *Affection/Hostility* dimension.

In the MITB, the interpersonal behaviour of a teacher is described in two dimensions - a Dominance/Submission (*Influence*) dimension and a Cooperation/Opposition (*Proximity*) dimension. The two dimensions can be depicted in a two-dimensional plane, that can be further subdivided into eight categories or sectors of behaviour (see Figure 1): Leadership (DC), Helpful/Friendly (CD), Understanding (CS), Student Freedom (SC), Uncertain (SO), Dissatisfied (OS), Admonishing (OD) and Strictness (DO). Each sector can be described in terms of the two dimensions: Leadership, for example, contains a high degree of Influence and some degree of Cooperation; Helpful/Friendly behaviour some degree of Dominance and a high degree of Cooperation; etc.
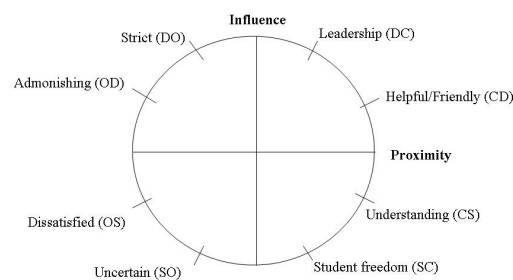

Figure 1.

The Model for Interpersonal Teacher Behaviour (MITB)

Based on the MITB, Wubbels, Créton and Hooymayers, (1985; see also Wubbels & Levy, 1993) also developed an instrument, the *Questionnaire on Teacher Interaction (QTI)* to map students' and teachers' perception of teacher interpersonal behaviour. The items of this questionnaire are connected to eight scales, representing the eight sectors and two dimensions in Figure 1.

Studies in QTI have shown that interpersonal behaviour is an important factor in teaching and has strong effects on student learning, attitudes towards the subject taught and students' profession preferences later on (Wubbels et al., 2006). Moreover, it directly relates to order in the classroom, which is among the most common problem areas in education, both for beginning and experienced teachers (Veenman, 1984) and which is a major component of classroom management (Doyle, 1986). Research has also shown that students' perceptions of teacher-student interpersonal behaviour are strongly related to student achievement and motivation in all subject areas (den Brok, Brekelmans & Wubbels, 2004; Wubbels & Brekelmans, 1998; Wubbels et al., 2006) and healthy teacher-student interpersonal relationships are a prerequisite for engaging students in learning activities (Brekelmans, Sleegers & Fraser, 2000; Wubbels & Levy, 1993). Besides these, healthy interpersonal relationships between teachers and students are positively related with teachers' satisfaction with their profession and with prevention of burn-out (Ben-Chaim & Zoller, 2001; Wubbels & Levy, 1993). So, one of the key requirements of education is to set up healthy communication within the classroom and teacher-student interpersonal behaviour is a crucial element in the teaching-learning process.

There has been done some research in Turkey which shows a similar importance of the teacher-student interpersonal relationship for the Turkish context (Açıkgöz, Özkal & Kılıç, 2003; Beyaztürk & Kesner, 2005). In addition to these studies, researchers have reported that teachers' characteristics as perceived by students had an effect on students' achievement, motivation and attitudes (Taşkafa, 1989; Doyran, 2000, Çetin 2001). Also, the report prepared for the National Educational Development Project (NEDP) World Bank Project of YÖK (1998) concluded that 'communication skills' are the most important skills prospective teachers should posses and that project specified these skills as giving clear and understandable explanations and instructions, establishing effective classroom interaction (student/teacher, students/student and teacher/student interaction), use of voice, effective verbal and nonverbal behaviours (e.g. posture, eye contact, gestures etc).

To describe the desirable characteristics of a teacher is a complex task. Taşkafa (1989), for example, interviewed 43 middle school students and asked them to write down their teacher's desirable and non desirable characteristics. Giving positive reinforcement, interacting friendly with students, and understanding students' feelings were the most frequently mentioned desirable characteristics. Non-desirable characteristics of a teacher in this study were: isolating some of the students, giving specific students preferential treatment, denying students chances to perform or to talk in class, sneering at students and demanding students to learn. In another study (Çetin,2001) with 100 higher education students, the ideal teacher behaviour was loosely defined as friendly, understanding, cooperative, be aware of students individual differences and general student physcology, besides having good subject matter knowledge and using different teaching method in his/ her class. ,

Exemplary teachers have been defined in the domain of *educational effective research* by linking characteristics and behaviours to student achievement and motivation. A number of teachers behaviours have been exemplified by researchers in this domain (Creemers, 1994; Lowyck, 1994; Scheerens & Bosker, 1997), such as communicating high expectations, providing constructive feedback, delivering content in small and structured units, clarity of instruction and (smoothness in) management skills.

More elaborate analysis of students' and teachers' perceptions of preferred teacher-student interpersonal behaviour in studies using the QTI showed two distinct types of 'ideal' teachers: preferred *dominant* teachers and preferred *student-oriented* teachers (Wubbels & Levy, 1993). The former displays a lot of cooperative behaviour, but also fair amounts of Leadership and

Strictness, while the latter provides a fair amount of student freedom compared to the dominant teachers.

In one study, van Oord and den Brok (2004) concluded that differences in perceptions of preferred teacher interpersonal behaviour existed between students from international schools in Norway and Wales. Students in Norway considered their *best teacher* as stricter than students in Wales, while the latter considered their best teachers as providing more responsibility and freedom. In addition to gender, culture-related differences in students' perceptions have also been reported in this study and in some other studies (Wubbels & Levy 1991; 1993; den Brok, Levy, Rodriguez, & Wubbels, 2002). In a study with Polish students (Sztenjnberg, den Brok, & Hurek, 2004), students perceptions at various educational levels were compared and the authors concluded that primary education students rated their best teachers lower on Leadership, Helpful/Friendly, Understanding and Student Freedom, while they rated them higher on Uncertain, Dissatisfied and Admonishing than higher vocational education students. Also in this study, students seemed to prefer a student-oriented teacher that displays a high amount of both Influence and Proximity. This is in line with other studies conducted in the Netherlands, Australia and the USA (Levy, Créton & Wubbels, 1993; Wubbels, & Levy, 1991).

In this study, different from previous research in Turkey teacher preferred behaviour as perceived by students and teachers was investigated with interviews structured with *the Model for Teacher Interpersonal Behaviour* (MITB). The MITB (as well as the Leary model) can be generalized cross-culturally (Wubbels & Levy 1991; den Brok, Fisher, Brekelmans, Wubbels & Richards, 2006).

Method

Problem

The purpose of the study is to describe the desirable characteristics of an ideal Turkish teacher based on the Model for Interpersonal Teacher Behaviour (MITB) and its two dimensions (Influence and Proximity) from the point of teachers and students perceptions.

Sample

A total number of 276 students in 9 classes (2 in Grade 11, 3 in Grade 10 and 4 in Grade 9) in one high school in Bursa participated in study. Student group was choosen conveniently. In terms of gender distribution, the sample consisted of 113 (40.94 %) girls, 120 (43.48 %) boys and 43 (15.58 %) students made no indication of gender. The students' distribution over grades was 112 students (40.58 %) in Grade nine, 92 students (33.33 %) in Grade ten and 72 students (26.08 %) in Grade eleven. Class size varied from 23 to 49 students. The average percentage of girls and boys varied between classes, but no class consisted uniquely of girls or boys.

As for teachers, 16 female and 5 male teachers with 5 to over 25 years' professional experiences participated voluntarily in the study. Teacher and students responded in classes with different school subjects. Teacher distribution over subjects as follows, mathematics (4 teachers), biology (1 teacher), history (2 teachers), Turkish language and Literature (2 teachers), physics (2 teachers), English as a foreign language (3 teachers), philosophy (1 teacher), art (1 teacher), 1 chemistry (1 teacher), geography (1 teacher) and 2 teachers did not indicate their subject matter area.

Instrumentation

This study was part of a larger study aimed at creating a Turkish version of the QTI in order to map students' and teachers' perceptions of teacher-student interpersonal behaviour

and to relate these perceptions to student outcomes such as achievement and subject-related attitudes. In order to obtain insight into the need to create such an adaptation and the amount of adaptation needed, it was decided to conduct an exploratory study to obtain information on students' and teachers' views of good teaching (in Turkey) in general and good teacher-student interpersonal behaviour more in particular.

An open-ended paper-and-pencil question *"What should be/ not be the characteristics of an ideal teacher?"* was given to both teachers and students in order to obtain relevant interpersonal concepts and clues regarding the interpretation of these concepts. Moreover, in-depth interviews were conducted to get a clearer picture of what respondents meant by their answer to this question and eight behaviours stated in MITB. To this end, semi-structured interviews were conducted by the first author of this paper. A total of 17 students and 5 teachers (2 history teachers, 1 art teacher, 1 physical education teacher and 1 Turkish Language and Literature teacher) were (randomly) selected from the group that answered the open-ended question in the first step and were interviewed to obtain additional clues on what they meant with "good teacher".

As for teachers, interview was conducted individually in a 30 to 40 minutes conversation. Focused students were interviewed in small groups of about two or three students to make them feel less nervous and to allow them to react to each other, which helped to obtain a wider variety of ideas. Interviews with the students started with some general questions, next they were asked what behaviour their teachers displayed in the classroom, or how teachers behaved to them personally. Things they liked and things they disliked were asked, as well as reasons for these judgments. The researcher made sure that she had some alternatives/synonyms when asking questions to the students in order to be able to use other words to make the question clear for them (for example, if she asked them about strict and they misunderstood, some alternative words for 'strict' like 'demanding' or 'pressing' were asked to explain what the researcher meant). Finally, students were asked about their best teacher they had met so far and why he or she was the best and in a similar way they were asked about their worst. Then, to compare some of the teachers they had been taught by, students were asked about teachers they had heard interesting stories. All teachers' names were kept anonymous. Students' responses to essay-type item and interviews were evaluated

by two independent raters. Similarities and differences between the ratings of the two independent raters were discussed until a consensus was reached and a relatively high inter-rater reliability was obtained (r= .86).

Findings

Statements from both the open-ended paper-and-pencil question and interviews were evaluated in order to create a list of behaviours and behaviour alternatives. Statements that were not interpersonal in nature and referred to topics such as subject-matter knowledge, pedagogy (teaching for active and self-directive learning, clear instruction) were eliminated during the evaluation process (some examples can be found in the results section and Appendix A). The result was a long list with behaviours. The resulting behaviours were carefully re-examined with respect to their content and the eight sectors of the MITB (as well as the 2 dimensions) were used to structure the list (see Appendix A). Two university EFL experts, two science teachers and one secondary psychology teacher helped with this process.

Evaluation of both data sources (interviews and paper-and-pencil question) led to the overall picture of an ideal teacher described by students and teachers as a person who guides students, motivates and encourages them, gives students confidence, has a tendency to build

more positive relationships with students and a person who has earned respect from students. On the other hand, the "opposite of an ideal teacher" can be summarized as a person who is disorganized, has lack of attention to students, gives lots of critic, is suspicious about students' work and who behaves inconsistently.

Some typical answers from students and teachers on the paper-and-pencil question are given next to illustrate these conclusions.

Student A:

"S/he should be active; in other words s/he should not be talking monotonously when s/he is lecturing. In a 45 minute class, s/he should not spend the whole time lecturing since after certain time concentration for topics break unwillingly. S/he should certainly be smart. While taking to his/her class, I [as student] should not have stress even if I do not like the subject. Certainly, s/he should not be arrogant, that is to say s/he should not make me feel bad and unmotivated. S/he should not be too sensitive and s/he should not say, 'If you have an inconvenience, share with me'. It seems, then, as if s/he is pretending care. S/he should be a source of inspiration for me. S/he should certainly not have a sulky face, high voice, piercing eyes, sloth, criticism, self–exaggeration, arrogance."

Student B:

"A good teacher is someone who communicates easily with people. S/he should have good knowledge of the subject matter, speak fluently (at least should be clear about what s/he says) and should be able to direct students' attention to the lesson. S/he should be lenient patient and careful since s/he is an example for the students. A bad teacher is boring, behaves towards students as if they were second class people'. Such a person is not aware of the convincing methods of teachers who adopt at maintaining discipline without shouting. S/he can not take control over the class. S/he does not have any idea about class topics, not even the last ones."

Teacher A:

"The ideal teacher makes no comparisons (between students); is consistent, scrupulous; masterful in the subject matter area; should share personal and individual points with his/her students not only unhappiness but also happiness. The teacher should be a good model as much as possible as for diction, dressing and manner. The opposite of the ideal teacher: treats everybody unequally (not much concentrated on individual differences); is inconsistent; feels no need to develop him/herself in the subject matter area; is unfamiliar to the adolescent period; is tough, rude and inattentive."

Teacher B:

"The ideal teacher should be prepared with the lesson topic; should be able to treat all the students with respect and love. S/he should renew him/herself. S/he should pay attention to student's problems, should motivate students; should choose examples for the topic considering grade level. The opposite of the ideal teacher discriminates between students. S/he should not poke fun at the students' questions or belittle them in any way. S/he should be honest towards students. S/he should not show factitious behaviour."

Although the general picture for desirable and non-desirable characteristics for an ideal teacher is similar for teachers and students, students' descriptions included more individual teacher characteristics and much more detailed information, while teachers mainly focused on general classroom conditions and classroom management. Unlike most of the previous studies (van Oord & den Brok, 2004; Sztenjnberg, et al., 2004; Wubbels & Levy, 1991; 1993), definitions

of students generally could be linked to the preferred *dominant* teacher, who displays high amounts of both Influence and Proximity. In Table 1, the findings on both ideal and non-ideal characteristics are illustrated in a different way, by linking (examples of) students' and teachers' answers to the Model for Interpersonal Teacher (MITB) behaviour.

Table 1.
MITB Sectors and Sample Behaviours

MITB sectors	Sample behaviours described by students and teachers
Leadership	Is careful and an example to students.
Helpful/Friendly	Treats all students with respect and love.
Understanding	Pays attention to (individual) students' problems.
Student Freedom	Is lenient and patient.
Uncertain	Is inconsistent, can not take control over the class.
Dissatisfied	Has a know-it-all mood, lethargy.
Admonishing	Behaves towards students as if they were second class people.
Strict	Disciplines by shouting.

Non-Interpersonal Characteristics

The vast majority of the statements reflected teacher-student interaction, showing the importance of teacher-student interpersonal relationship and classroom interaction, although other characteristics (such as subject-matter knowledge) were mentioned as well (see Appendix A). Some statements by students related to non-interpersonal issues from the interview are provided next.

Student C:

"There should be a consistency between what a teacher said and what a teacher did. Moreover, teachers should have hobbies besides his/her subject matter and should make us noticing alternatives or different things in life. For example, one of my teachers is playing chess and is club leader. With him I had interest in chess and I am still playing chess. He gave me a new view of life plus math knowledge."

Student D:

"A teacher should clearly indicate the important points of a topic and these should be ordered. One of my teachers was talking so much but in the end no one could understand where we were going to. Then the teacher shouted to the class: 'all untalented students are choosing art class in this school, I can not stop this."

The Turkish context: no teacher uncertainty?

The outcomes of the interviews showed an interesting contextual finding. Both teachers and students had difficulties with respect to generating examples for teacher *Uncertainty*. They needed more alternatives - synonyms from the researcher for clear understanding asked to pass this question or requested more time to think even after alternatives – and more synonyms were given. Example for students and teachers answers to the uncertainty is as follows

Student E:

"Uncertainty: when a teacher explains the topic in one way and asks questions in another way during the exam."

Teachers defined Uncertainty generally as an unplanned lesson or chaos in the classroom, elements that could not be found in the original QTI items. Some examples:

Teacher C:

"Uncertainty: Students' lack of confidence or self awareness and absence of responsibility for the lesson as a student. It is chaos in short."

This indicated that some items of the QTI could not be easily found in a real Turkish classroom and there is a clear need for a new version of the QTI. Some student remarks with respect to Uncertainty:

Discussion

This study was conducted to describe the desirable characteristics of an ideal Turkish teacher in terms of teachers' and students' perceptions of teacher-student interpersonal behaviour and teacher based on the Model for Interpersonal Teacher Behaviour (MITB). The general outcomes of the open-ended question and interviews pointed out the importance of positive teacher–student interpersonal relationships. The importance of healthy communication between teachers and students was emphasised in many studies (e.g. YOK, 1998; Cetin 2001, Ipsir, 2002). Doyran (2000) reported from her student interviews that teachers' behaviours were among the most important factors to enhance student motivation, thus leading students to success. She concluded that when students had good interactions with their teachers, they wanted to study and follow the lessons more. Otherwise, they lost their concentration and interest in the topic and class. Results of this study indicated that students and teachers described the ideal teacher as a person who guides students, motivates and encourages them, gives confidence, has a tendency to build more positive relationship and has earned respect from students. On the other hand, the "opposite of an ideal teacher" can be summarised as a person who is disorganized, has lack of attention to students, gives lots of critic and is suspicious about students' work and behaves inconsistently. Studies in the Netherlands, the United States and Australia (Levy, Créton & Wubbels, 1993; Wubbels & Levy, 1991) found that secondary education teachers in all three countries had similar perceptions of their best teachers. These teachers can be described as strong leaders, friendly and understanding, but hardly uncertain, admonishing and dissatisfied. So, results of this study are in line with the literature on desirable interpersonal characteristics of teachers.

Besides this, the vast majority of the statements reflected teacher-student interaction, showing the importance of teacher-student interpersonal relationship and classroom interaction, although other characteristics (such as subject-matter knowledge) were mentioned as well. Moreover, difficulties in defining some behaviour of the MITB like uncertainty (and to a much lesser degree leadership) indicated that some behaviours described by the model cannot be easily found in a real Turkish classroom.

The outcomes of the study based on MITB and its two dimensions (Influence and Proximity) from the point of teachers and students perceptions, can also contribute to establishing a frame for students' perspectives in general. ..Additionally, by collecting information on teacher and student perceptions of teacher interpersonal behaviour it is hoped that 'building blocks' can be gathered for activities in teacher education programs for teaching in classrooms.

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Appendix A

Sample statements (interpersonal and non-interpersonal) based on student data (open-ended questions and interviews).

1. Students should notice his class is important.
2. He should be able to explain his class with examples.
3. He uses time to put pressure on us (as students). *(Strictness)*
4. He makes sure we do not disturb the lesson. *(Strictness)*
5. He importunes students. *(Admonishing)*
6. He keeps students' attention. *(Leadership)*
7. He should explain the subject by giving many examples.
8. He keeps the class silent. *(Strictness)*
9. He should dominate the class. *(Leadership)*
10. When he speaks; class should listen him. *(Leadership)*
11. He makes jokes. *(Helpful/Friendly)*
12. He wants students to do much work. *(Strictness)*
13. Students dare to ask him questions if they don't understand. *(Understanding)*
14. He listens to students' questions. *(Understanding)*
15. He is a despot teacher. *(Strictness)*
16. His class is boring. *(Admonishing)*
17. He expects the same good performance from everybody every time. *(Strictness)*
18. He should be able to explain his class on a funny way.
19. He should be able to give daily examples related with his class and topic.
20. While giving lecture to be more productive; he should share ideas with students and should use different techniques when it is necessary.
21. He is tidy. *(Leadership)*
22. He should not treat students to beat or to give low grades.
23. He should be neutral in the class.
24. He is tense in class. *(Admonishing)*

25.   He is sincere. *(Leadership)*
26.   He is nervous when he talks. *(Uncertain)*
27.   He should give vivid examples related to the topic from different sources.
28.   He should not be single- sided and tightly bounded to the course book.
29.   He shouts to the class. *(Admonishing)*
30.   He warns students. *(Dissatisfied)*
31.   He attracts our attention. *(Leadership)*
32.   He makes us feel comfortable in class. *(Helpful/Friendly)*
33.   Instead of giving unnecessary details and learning by heart; he should give the knowledge that is necessary for the life
34.   He should explain special methods and study techniques for his subject.
35.   He should notice whether students like the topic or not and should not insist on unlike topics by giving home-work or duties.
36.   He admits if he doesn't know something. *(Uncertain)*
37.   He should be able to return the necessary former knowledge that related with topic.
38.   He should encourage the students to ask questions.
39.   His lesson should be interactive.
40.   He should emphasize important places in the class.
41.   He should have support from outside for different subject by inviting speakers.
42.   He walks around in the classroom. *(Understanding)*
43.   He has authority in the classroom. *(Leadership)*
44.   His voice should be enough to be heard by everyone in the class.
45.   He should be able to give knowledge on a practical and permanent way.
46.   He should consider public tendency in the class while giving decision or time for problem solution.
47.   He should not choose learning by heart as a teaching method.
48.   He should be able to repeat the subjects by giving worksheets and quizzes.
49.   He should close his handy in the classroom.
50.   He should evaluate student's questions and suggestions.
51.   He should use blackboard tidily.
52.   He should be able to give examples from out of the book.
53.   He should not give evasive answers to the questions that students wonder to learn the truth or topics that students have not any idea
54.   He regulates his voice in the lesson. *(Leadership)*
55.   He lets us make jokes in the classroom. *(Student Responsibility/Freedom)*
56.   He puts pressure on students. *(Strictness)*
57.   He is saucy. *(Admonishing or Strictness)*
58.   Especially science and literature teachers should give lesson with current examples
59.   Students must be silent in his class. *(Strictness)*
60.   His writing on the blackboard should be readable.
61.   He should make lesson more understandable with observations and experiments.
62.   He tells us our questions are too easy. *(Dissatisfied)*
63.   He encourages students. *(Helpful/Friendly)*
64.   He should warm up the class to the topic.
65.   He makes sure everybody has understood his explanations. *(Helpful/Friendly)*
66.   He confuses our minds. *(Dissatisfied)*
67.   He suddenly asks us questions. *(Admonishing)*
68.   He tells us our questions are stupid. *(Dissatisfied)*
69.   He relaxes students. *(Understanding)*
70.   He should not dictate long passages or notes.
71.   To motivate the students to look different sources about the topic.
72.   He exactly knows the names of all students. *(Leadership)*

73. He cheers students up. *(Understanding)*
74. His jokes should be understandable.
75. Students are afraid to give him the wrong answer. *(Strictness)*
76. He should stop the lesson when the students bored.
77. He should not explain all class himself. He should let students to speak.
78. His voice is hoarse. *(Admonishing)*
79. He should have explanation talent.
80. He should not speak too much to bore the students in the classroom.
81. He should use different teaching methods to pull students attention to the topic.
82. He should give importance to the topic that students will come across in life and ask questions from there.
83. He accepts his mistakes. *(Uncertain or Student Responsibility)*
84. He shouts to the class. *(Strictness)*
85. He should let students to take notes in important points.
86. He should not explain his class with a unique voice thought the all lesson.
87. He sits down during explanation in class. *(Uncertain)*
88. He repeats things if students ask him to. *(Understanding)*
89. He should not evaluate students too often with verbal exam in the class.
90. He softens tense atmosphere in class. *(Leadership)*
91. He should be able to discuss current and daily happening in the classroom when it is necessary.
92. He should often give quizzes without giving grades and let the students to see their position in the classroom.
93. He guides us. *(Leadership)*
94. He rules the class. *(Strictness or Leadership)*
95. He should ask students ideas.
96. He controls the class by shear brainpower. *(Leadership)*
97. Students feel it pleasant to come to his class. *(Helpful/Friendly)*
98. He should explain his lesson with vivid examples that remain in students mind longer and permanent.
99. Involuntary students are forced to participate in class. *(Strictness)*
100. Students should not be chosen from class list to give answer to the question.
101. He should explain the lesson well and should explain until being sure all students understood.
102. He has individual attention to every student. *(Helpful/Friendly)*
103. While he is dictating notes; he should wait students till they complete their sentences.
104. He sometimes stops the lesson to talk about other things. *(Student Responsibility)*
105. He has no prejudices to students. *(Understanding)*
106. He should not pass the subject rapidly.
107. He should not explain the topic briefly or not bored with details.
108. He should replace himself with his students during the class and should ask "if I were him/her ......" question to himself.
109. He should consider students learning and studying techniques while explaining his class.
110. He should give speech right to the students who raise their hands. He should not ask suddenly.
111. He stops the lesson exactly when the bell goes. *(Leadership)*
112. He should not use a scientific and boring language while explaining the topic.
113. While he is giving his class students should feel that he likes his profession.