



BOARD PROTOCOL: RESEARCH

THE BOARD **ENABLES** TACHERS TO CONVERT **INTENTION TO ACTION**

Based on this research¹, there are 3 main sections that qualify a 'good' teacher in the eyes of students: quality of relationship, teaching expertise, and personal characteristics. The same extremes also hold true for a 'bad' teacher. Thus, students implied similar aspects when talking about their perceptions of good and bad teachers.

RESEARCH INSIGHTS

Each section also had subsection as follows for **'good' teacher**:

QUALITY OF RELATIONSHIPS

All students stated that a good teacher not only imparts knowledge but also interacts with them on a personal level. Students reported their personal need for attention, affection, and appreciation from a teacher.

- **Appreciation** - Most of the students talked extensively about their desire to be appreciated by their teacher. They justified their wish for approval in various ways: some students felt that it was important to please their teachers and interpreted praise from them as a direct indication that they had succeeded. Some students were rather motivated by grades while others still needed overt expressions of appreciation from teachers to feel motivated and keep up to their efforts.
- **Individual consideration** - Students express the need for consideration of their individual problems and learning paces. Furthermore, some students expected teachers to respond to the learning progress of the class as a whole. Specifically, if an individual student or the entire class perceive lessons to be inadequately tailored, the majority of students expected their teachers to repeat the material.
- **Sympathy** - Most students classified their teachers as "good" if they perceived that the relationship was characterized by mutual feelings of sympathy and affection. Students desire a healthy relationship with their tutors and wish to get along with them "like friends" even outside of the classroom. When students perceive the teacher as nice and cheerful, they find more pleasure in attending classes, which facilitates the learning experience.)

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TEACHING EXPERTISE

All students mentioned teaching expertise as an essential characteristic of a “good” teacher and emphasized the importance of a teacher’s own motivation, comprehensible teaching, and variety/flexibility during class.

- **Motivation** - The majority of students emphasized teachers’ motivation for the subject as an influential factor. They mentioned that their own motivation could be strongly affected by a teacher’s motivation in terms of developing an interest in the subject or finding enjoyment in the lesson. When asked about how a teacher can motivate them, the students often stated that the teacher should be fascinated by the subject and teaching
- **Comprehensible Teaching** - According to students’ narratives, comprehensible teaching means that the teacher should use appropriate language to provide logical explanations that are easy to follow. Structured teaching. Students reported that they learned better when their teachers structured their lesson to follow clear transitions between chapters
- **Variety / flexibility during lesson** - According to the students’ narratives, a good teacher would use a variety of teaching methods, activities, and materials during a lesson according to students’ individual and/or collective needs. In our interviews, the students very often stated that they truly appreciated a variety of teaching methods and flexibility in their application. Flexibility. The students often emphasized that teachers should not only transmit information, but also be flexible in their ways

PERSONAL CHARACTERISTICS

All students spoke about the personality of a good teacher. Most respondents emphasized personal characteristics that might qualitatively improve the lesson. Specifically, students cherished a teacher’s ability to foster a casual yet disciplined classroom environment, for example by including humorous elements.

- **Assertiveness** - Even though students wished to get along with their teachers ‘like friends’, they nonetheless expected teachers to retain their authority. According to some of the interviewed students, a teacher should control the class in a caring and fair, yet firm manner.
- **Humor** - Aside from maintaining discipline through overt assertiveness, many of the interviewed students mentioned that humor was a valuable personal quality of the teacher.
- **Empathy** - As the results of thematic analysis revealed, empathy is another important characteristic of a good teacher. Some students expressed the desire to be understood and accepted as individuals by their tutors. Students’ motivation was maintained by teachers’ understanding words of praise.

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Each section also had subsection as follows for **'bad' teacher**:

QUALITY OF RELATIONSHIPS

- **Relational Aggression** - Many participants in our study mentioned that "bad" teachers would yell at students during lessons, often without a proper reason, and would insult them by making inappropriate jokes or comments in class. Furthermore, they reported that some teachers even vilified them and made them feel embarrassed. Yelling. Students said that "bad" teachers would often yell and thereby create a negative atmosphere in class. During the interviews, some students reported particular occasions when teachers verbally abused them and showed no respect for their accomplishments.
- **Injustice** - When describing their relationship with a 'bad' teacher, students often denounced preferential treatment of individuals or groups of students as well as non-transparent evaluations of tests, presentations, and general academic accomplishments. They classified this kind of behaviour as "unfair", resulting in a negative relationship with and attitude toward the teacher. Students become fearful of participating in a lesson when they cannot rationalize their teacher's evaluation criteria.
- **Antipathy** - Some of the interviewed students could not state specific reasons for disliking certain teachers. They simply described them as "bad teachers" who were "unlikable", "unfriendly" or reported not getting along with them.

TEACHING EXPERTISE

When asked to describe a "bad" teacher, many of the interviewed students mentioned lack of expertise in teaching. In particular, they described certain personal attributes and pedagogic approaches which they thought created an unpleasant learning environment and made students feel confused or neglected.

- **Disinterest / Indifference** - Some students reported disinterest or indifference on the teacher's part, which refers to a teacher's lack of interest in their profession, subject, lesson, and/or students. When students experienced a teacher's indifference, they felt neglected or unappreciated and thus hardly enjoyed the lesson, and barely made academic progress or personal growth. Students might lose interest in particular subjects, their grades, or even school as an institution. Even in less extreme situations, disinterest challenges the classroom atmosphere.
- **Incomprehensible Teaching** - This subtheme describes students' perception of the teacher's inability to convey their subject knowledge to the class. These students lamented that they did not understand much of what the teacher was articulating. Indicators included overly abstract explanations, muttering, using too many technical terms, inappropriate language or demonstrating insufficient knowledge of the subject. Insufficient Knowledge. When students felt that they could no longer learn from the teacher, they reported boredom and loss of interest in class. Some students reported feeling angry with teachers who they thought were incompetent.
- **Teacher centered-instruction** - Some students criticized teaching styles where students are insufficiently included in the course of the lesson, for example being instructed to copying teachers' notes into their notebooks. If a teacher omits explanations, students seem to miss a

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PERSONAL AND PROFESSIONAL DEVELOPMENT PILLAR

big part of the information. In addition, students lack a variety of teaching methods that would produce a more interesting lesson: most students disapproved of frontal teaching methods which, they believed, discouraged participation.

PERSONAL CHARACTERISTICS

Interestingly, students were rather vague when describing the personal characteristics of a “bad” teacher. Students often identified the “bad” teacher as boring, repetitive, disinterested; rather inconsistent, untrustworthy, and biased. In particular, students denounced teachers’ disinterest in their academic achievements, which sometimes escalated into ridicule or scorn on the teacher’s part. Interestingly enough, students did not always mention poor academic knowledge as a clear indicator of a “bad” teacher. Only one subtheme was mentioned repeatedly in relation to “bad” teachers: the lack of assertiveness.

- **Lack of Assertiveness** - This subtheme represents a key feature of a “bad” teacher. It indicates the teacher’s incapacity to keep students under control, which makes students lose respect for their teacher. Some students mentioned that loss of control over a classroom was a typical feature of a “bad” teacher. Two participants provided good examples that highlight students’ negative reactions

REFERENCES

¹sci-hub.se/10.1016/j.ijer.2015.11.004