

STUDENTS PERCEPTION: HOW DOES A FAVORITE TEACHER BEHAVE

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Abstract:

Students' emotions regarding their teachers are an important aspect of the learning process in school. Positive relationship between students and teachers facilitate students' motivation for their tasks. There are no research on the characteristics of teachers who are liked by their students, although the aim of this study was to examine some characteristics (the way of teaching, communication and perceived personality) of students' favorite teachers in primary and secondary school.

One thousand one hundred and thirty-five students participated the study. They assessed 40 statements on favorite teacher's personality, teaching style and the way of communication with students.

The results indicate that the favorite teacher for all students is the one who checks their prior knowledge and explains new concepts, with whom students collaborate well and who is a good organizer that follows their work. Student's perception of the favorite teacher's main characteristics depends on the age and gender of the student. Younger students gave higher assessment for almost all variables compared to older students. Interaction between gender and age has shown to be statistically significant too.

Keywords: favorite teacher, way of teaching, communication, teacher's personality, students

INTRODUCTION

Everyday work in school for teachers means not just being focused on curricula but also playing different roles important for effective teacher-student relationship (Lindgren, 1976; Lumpkin, 2008; Petrović-Bjekić, 1997). The relationship between teacher and child is of great importance for children's socio-emotional development (O'Connor, Dearing, and Collins, 2011). High-quality relationships which are marked by high levels of closeness and low levels of conflict foster children's self-regulatory and social skill development (Pianta, 1999). It also established the associations between high-quality teacher-child relationships and children's academic achievement in elementary school (Pianta and Stuhlman, 2004; Rudasill, 2011). Also, when children have high-quality relationships with their teachers they are more motivated to engage in age appropriate behaviors (Hamre and Pianta, 2001). Birch and Ladd (1997) investigated the association between closeness, as one of three dimensions of the teacher-child rela-

tionship, and children's early adjustment to school. They found that school liking, classroom participation, and academic competence are positive outcomes of close teacher-child relationships.

Teachers assess their students not only on the basis of knowledge but also on the basis of student behavior in the classroom (Friedman, 1994). We know that teachers have various expectations about students' behavior. They expect students to listen attentively, follow directions and produce correct school work (Lane, Pierson, and Giver, 2003). They also expect a variety of interpersonal skills such as cooperation, responsibility and self-control skills (Walker et.al, 1992; Walker and Severson, 2002; Lane, Pierson and Givner, 2003). It is believed that a teacher's evaluation of the student's behavior in the classroom and school is related to a degree of agreement with the teacher's expectations, how students are attentive during the lesson, how much enthusiasm and interest they show, how they accept the authority of the teacher, how obedient and quiet they are (Vidić, 2010). During students' transition from elementary to middle and from middle to high school teacher's expectations may change (Seidman et.al., 1994; Isakson and Jarvis, 1999). Relationship between students and teachers is very dynamic and vary especially during the elementary school period while children are at the stage of physical, social, emotional, and cognitive development (O'Connor, Dearing, and Collins, 2011). The quality of relationship between teacher and child decline across the elementary school years (Jerome, Hamre and Pianta, 2008) and one reason is that children are getting closer to peers than to teachers (O'Connor, Dearing and Collins, 2011). In general, teacher-student interactions are influenced by a number of factors, including gender, student's school grades and behavior during class (Liberante, 2012). Mullola et al. (2012) indicated that male teachers perceive boys more positively than female teachers and view them as more capable in educational competence and teaching ability than female teachers do. Dee (2005) stated that teacher with opposite gender more often perceives a student as inattentive and disruptive than a teacher with the same gender. Mullola et al. (2012) also found that teacher's perception of students depends on age. They concluded that with ageing, male teachers become stricter and more intolerant with boys, unlike female teachers.

But what about students' perception of teachers' behavior? How do students evaluate their teachers? Student's expectations of teachers depend on age and gender. Beishuizen et el. (2001) were exploring how students of different age describe good teachers. They found that "primary school students described good teachers primarily as competent instructors, focusing on transfer of knowledge and skills, whereas secondary school students emphasized relational aspects of good teachers". Male and female students differently choose a good teacher (Basow, Phelan and Capotosto, 2006). Female student perceived the best professors for their knowledge, while male students perceived the best professors for their clarity (Basow, 2000). Thomson and her colleagues (2004) investigated reflections of university students regarding the characteristics of their favorite teachers and found that there are twelve common characteristics: displaying fairness, having a positive attitude, being prepared for the day lesson, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving for students misbehavior, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students.

Data supporting the twelve characteristics of favorite teachers which Thomson and her colleagues (2004) found are in correlation with data from Nagulić (1980) and Radovanović et.al. (1993) research who have explored the student's perception of desirable and undesirable traits of the teacher. According to them students prefer teachers who are: kind, careful, fair (especially when evaluating them), display positive attitude, friendly and willing to help, know their subject, prepared for the lesson, who are creative in motivating students and so on. Students do not like a nervous teacher, vindictive, unjust and the one who often punishes, who causes fear in them and who is not well acquainted with their subject (Nagulić 1980; Radovanović et.al. 1993).

Available literature about students' perception of teachers' behavior is outdated and it is necessary to revise data with regard to changes in the generation of students. Further, information on how characteristics of students' favorite teachers effect teacher-students' relationship is scarce in the current literature. We found study of Yoon (2002) who was investigating the influences of teacher characteristics on relationships between teachers and students: teachers' reports of stress, negative affect, and self-efficacy. Yoon (2002) results indicated "that teachers' stress levels did predict the number of students with whom they had negative relationships, but not the number of students with whom they had good relationships" (p.490). The study described does not give the answers to how the characteristics of a favorite teacher affects the teacher-student relationship. Only one paper (Thomson et.al. 2004) about the characteristics of student's favorite teachers are found and this paper gives a list of twelve characteristics that favorite teacher have without further discussion. So, in this study, we examine student's perception of a favorite teacher and how student's age and gender influence this perception. The aim of this study was to examine some characteristics (the way of teaching, communication and perceived personality) of the students' favorite teachers in primary and secondary school. Due to the lack of papers, the facts that papers dealing with teacher behavior are outdated and the fact that the questionnaire was designed for the purpose of this study and used for the first time, this study present a pilot-study about students' perception: how does a favorite teacher behave.

METHOD

The participants of the study were 442 fourth grade grammar and vocational school students ($M=17.72$, $SD=0.45$; hereinafter marked with the letter 'o' as 'older student') and 693 eighth grade primary school students ($M=13.72$, $SD=0.48$; hereinafter marked with the letter 'y' as 'younger'). From the total number of students, 533 were male and 602 females. Most of the students (529 students) from the total number were students with very good academic success, 449 students had an excellent academic success, 141 were with good success and 6 students had the mark sufficient.

Participants completed a favorite teacher questionnaire, designed for the purposes of this study, during their school class. The survey was conducted by the student's homeroom teacher and it was anonymous.

The questionnaire consisted of 40 statements (supplement 1) that describe different characteristics (the way of teaching, communication and perceived personality) of the favorite teacher. For each statement students gave their answers on the Likert-type scale (1-never, 2-sometimes, 3-often, 4-almost always, 5-always). The questionnaire had clear and precise instructions for the students, according to which students had to recall their favorite teacher and assess his or her various behaviors on Likert-type scale. Questionnaire didn't include questions about favorite teachers' gender and a subject he/she teaches because that could, according to our opinion, affect honesty of participants. Also, we compared the methodology of similar research where questionnaire asked students their gender, age and grade (for example Radovanović et.al, 1993; Nagulić 1980). The statements were formulated according to research results of Tomson et.al, (2004), Radovanović et.al, (1993) and Nagulić (1980). The statements include three different aspects of teacher characteristics: the way of teaching, the way of communication with students and their personality. In the part that refers to the way of teaching, the students were evaluating how a teacher motivates his or her students (motivation), how he or she designs the lesson (concept), how he or she focuses on issues (focus) and how he or she quizzes the students (question). The way of favorite teacher's communication with students was assessed through statements about social (social climate) and school climate (school climate) in teacher's class and his or her behavior management skills (behavior

management). Students also assessed their perception of favorite teachers' personality through statements about his or her conscientiousness, extraversion, emotional stability, openness to new experiences and agreeableness (Big Five dimensions of personality).

DATA ANALYSIS

Cronbach's alpha coefficient of internal consistency was calculated in order to assess reliability of this scale and its value was 0.91. For the subscales it amounts 0.67 (Communication), 0.77 (The way of teaching subscale) and 0.75 (Perceived personality).

Data analysis was conducted using statistical package IBM SPSS Statistics 19. We used Descriptive Statistics, t-test and MANOVA analysis.

RESULTS

Main descriptive statistics of the variables for younger (y) and older (o) students and whole sample (w) are presented in the Table 1. It was expected that younger students will give higher assessments for favorite teacher's way of teaching, while older students will give higher assessments for teacher's communication (Beishuizen et al., 2001). Generally, younger students gave higher assessment to all variables compared to the older students ($t_{\text{motivation (1133)}} = 2.57$; $p < .001$; $t_{\text{concept (1133)}} = 6$; $p < .001$; $t_{\text{focusing on issues (1133)}} = 25.34$; $p < .001$; $t_{\text{questions (1133)}} = 4.66$ $p < .001$). Among the favorite teacher's way of teaching the highest average score in both groups of students (younger and older students) have the variable 'concept'. It means that both younger and older students assess that their favorite teacher verify their prior knowledge about the new topic, explain new terminology and facts, and put them in a relationship with already known terms and facts. Both groups gave equal scores on variables 'question' and 'motivation'. To the same extent students assess that the favorite teacher motivates them for the lesson and to use different questions to verify the degree to which students comprehended the topic. The biggest difference between the younger and older students is in the variable 'focusing on issues'. Younger students' assessments of the statement "A teacher is using different educational materials and aids as well as involving students in teaching and learning process" are higher compared to older students. This variable was given the lowest average score by older students.

Table 1. Main descriptive statistics of the variables for younger (y) and older (o) students and whole sample (w)

Variable		M	σ	Min	Max
motivation	y	3,66	0,957	1,00	5,00
	o	3,48	0,940	1,00	5,00
	w	3,57	0,958	1,00	5,00
concept	y	3,93	0,815	1,00	5,00
	o	3,64	0,795	1,00	5,00
	w	3,82	0,810	1,00	5,00
focusing	y	3,74	0,686	1,00	5,00
	o	2,73	0,612	1,00	4,80
	w	3,35	0,830	1,00	5,00
questions	y	3,70	1,091	1,00	5,00
	o	3,40	1,032	1,00	5,00
	w	3,59	1,076	1,00	5,00

Variable		M	σ	Min	Max
social climate	y	3,92	0,753	1,00	5,00
	o	3,56	0,786	1,00	5,00
	w	3,78	0,785	1,00	5,00
school climate	y	3,60	0,812	1,00	5,00
	o	3,08	0,742	1,00	5,00
	w	3,38	0,826	1,00	5,00
behavior management	y	3,83	0,673	1,00	5,00
	o	2,32	0,559	1,00	4,25
	w	3,23	0,963	1,00	5,00
conscientiousness	y	4,10	0,933	1,00	5,00
	o	3,96	0,862	1,00	5,00
	w	4,04	0,906	1,00	5,00
extraversion	y	4,03	1,038	1,00	5,00
	o	4,05	0,886	1,00	5,00
	w	4,03	0,976	1,00	5,00
emotion stability	y	3,83	0,864	1,00	5,00
	o	3,45	0,674	1,00	5,00
	w	3,66	0,819	1,00	5,00
agreeableness	y	3,84	0,961	1,00	5,00
	o	3,04	0,696	1,00	5,00
	w	3,52	0,953	1,00	5,00
openness	y	4,03	1,178	1,00	5,00
	o	2,14	1,168	1,00	5,00
	w	3,28	1,488	1,00	5,00

Younger students gave higher assessments for the 'social climate' and 'behavior management' than for 'school climate' when they considered favorite teacher's way of communication. It could be that students value higher teachers who cooperate with students well but also who stimulate good cooperation among students. It could also be important to them that there are no conflicts among students and, in case there are any, that the teacher pays attention to them. However, this result could also be the consequence of selected statements. All social climate statements include collaboration in class, and that collaboration could be more often present at younger students' classes. 'School climate' variables received lowest assessments which indicates that comments of students, criticism and stimulation to cooperation are less present in the behavior of favorite teachers with students. Older students gave the highest scores to 'social climate' variables, while 'behavior management' scores are the lowest. The biggest statistically significant differences between the two age groups are in the evaluation of behavior management variables ($t_{\text{behavior management (1133)}} = 39.02$; $p < .001$). T-test for 'social climate' and 'school climate' also showed statistically significant differences between the responses of younger and older students ($t_{\text{social climate (1133)}} = 7.7$; $p < .001$; $t_{\text{school climate (1133)}} = 10.25$; $p < .001$).

Younger and older students rated their favorite teachers highest on the variables 'conscientiousness' and 'extraversion'. This means that both groups of students value teachers who are good organizers, who leave no doubts about what they expect from students and who pay attention to work and progress of every student. The favorite teacher is also open in his or her relationship with students and brings in liveliness. For 'conscientiousness', t-test showed statistically significant differences between age groups ($t_{\text{conscientiousness (1133)}} = 2.39$; $p < .001$) - being more important to younger students, while for variable 'extraversion' there was not significant difference. Older students rate their favorite teacher in a negative way (average

value below 2.5) on 'openness to new experiences' meaning it is not of importance to them and they differ in this variable from younger students ($t(1133) = 26.05$; $p < .001$). The teacher does not necessarily have to have great ideas for them. For younger students variables 'emotional stability' and 'agreeableness' were rated higher than in the group of older students ($t_{\text{emotional stability}}(1133) = 7.26$; $p < .001$; $t_{\text{agreeableness}}(1133) = 14.69$; $p < .001$). This means that younger students, compared with older students, appreciate more if the teacher is often in a good mood, relaxed during the lesson, if he or she is not easily upset and doesn't often change his or her mood. In general, younger students give similar evaluation of their favorite teachers in all variables while older students distinguish different traits.

According to intercorrelations of variables (Table 2), all variables are mutually positively correlated with low to moderate values of correlation coefficients. That was expected because they rated their own favorite teachers. The magnitude of correlations (.17-.70) indicates that participants differentiated between variables and have not given their evaluations according to 'halo effect'. If correlations between variables were high ($>.80$), that would mean that we measured the same or similar thing with different subscales because variables have a big proportion of common variance. One of the causes could be that participants don't differ between the content of different variables and they give their assessments according to their general picture about that teacher (*halo effect*).

We conducted multivariate analysis of variance (MANOVA 2x2x2) to examine whether there is a difference in student's assessment of favorite teacher's behavior (The way of teaching-motivation, concept, focus, question; Teacher's communication- social climate, school climate, behavior management; Perceived personality- conscientiousness, extraversion, emotional stability, openness to new experiences, agreeableness).

Results showed that gender ($F(12.1042)=9.189$, $p < .001$, Wilks $\lambda = 0.90$, partial $\epsilon^2 = 0.096$) and age ($F(12.1042)=155.189$, $p < .001$, Wilks $\lambda = 0.35$, partial $\epsilon^2 = 0.641$) have a statistically significant effect on assessments of the favorite teacher (all variables are included in the analysis), while school success does not ($F(12.1042)=2.093$, $p > .005$, Wilks $\lambda = 0.97$, partial $\epsilon^2 = 0.024$). Interaction between gender and age has shown to be statistical significant too ($F(12.1042)=3.280$, $p < .001$, Wilks $\lambda = 0.96$, partial $\epsilon^2 = 0.036$).

Table 2. Intercorrelations of variables

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. motivation											
2. concept	0,43										
3. focusing	0,24	0,38									
4. questions	0,30	0,57	0,32								
5. social climate	0,43	0,42	0,38	0,36							
6. school climate	0,46	0,42	0,47	0,38	0,49						
7. behavior management	0,21	0,27	0,64	0,20	0,29	0,48					
8. conscientiousness	0,49	0,45	0,28	0,37	0,48	0,49	0,26				
9. extraversion	0,47	0,42	0,19	0,37	0,43	0,43	0,17	0,70			
10. emotion stability	0,41	0,36	0,37	0,29	0,36	0,51	0,42	0,60	0,58		
11. agreeableness	0,43	0,41	0,50	0,37	0,46	0,54	0,54	0,63	0,55	0,64	
12. openness	0,22	0,20	0,54	0,17	0,28	0,37	0,65	0,27	0,20	0,32	0,49

Note: All referenced coefficients are statistically significant ($p < 0.001$)

Furthermore, discriminant analysis of age differences in research variables (Table 3) showed that variables of behavior management and openness statistically significantly contribute to age differences according to standardized discriminant coefficients (>0.30 , Table 4).

These variables and variables of focusing and agreeableness are statistically significant and contribute to age differences according to correlations of variables with discriminant function (>0.30 , Table 4). The discriminate function accounts for 66.59% of between-group variability. Group centroids show that younger participants give higher marks of given variables (group centroid of younger age group amounts 1.185 and older -1,684). The cross validated classification showed that overall 91.2% were correctly classified. Discriminant analysis of gender differences in research variables (Table 5) showed that all variables except 'school climate' and 'focusing' statistically significantly contribute to gender differences according to standardized discriminant coefficients and correlations of variables with discriminant function (>0.30) (Table 6). The discriminate function accounts only for 10.18 % of between-group variability. Correlation of 'openness' and 'behavior management' with discriminant function is negative and other correlations are positive. Group centroids show that girls give higher marks of 'school climate' and 'focusing' variables (group centroid of girls' amounts 0.317 and of boys -0.358). The cross validated classification showed that overall 61.4% were correctly classified.

Interaction is manifested in variables: motivation, concept, questions, social climate, conscientiousness, extraversion and openness. The data supporting this statement are not presented here for the sake of the brevity of the paper. Boys' estimates on variables 'motivation', 'concept', 'questions', 'social climate' and 'conscientiousness' are lower in older age as well as girls', but difference between estimates in younger and older age is bigger in boys' sample. Opposite is found in variable 'openness'.

We found different trend in 'extraversion' evaluation. Girls give higher marks to this trait in older age and it is opposite in boys' sample. They give higher marks in younger age.

Table 3. Statistical significance of discriminant function, eigenvalues, Wilks λ and canonical correlations for discriminant analysis of age differences

Function	Canonical correlation	Eigenvalue	Wilks λ	Chi-square	df	p
1	0.816	1.999	0.333	1166.206	12	0.000

Table 4. Standardized discriminant coefficients and correlations of discriminant variables with discriminant function for discriminant analysis of age differences

Variables	Coefficients	Correlations
behavior management	0,754	0,837
openness	0,325	0,565
focusing	0,284	0,537
agreeableness	0,228	0,329
school climate	-0,130	0,230
emotion stability	-0,115	0,172
social climate	0,111	0,163
concept	0,012	0,127
questions	0,020	0,096
motivation	-0,064	0,068
conscientiousness	-0,215	0,058
extraversion	-0,244	-0,007

Table 5. Statistical significance of discriminant function, eigenvalues, Wilks λ and canonical correlations for discriminant analysis of gender differences

Function	Canonical correlation	Eigenvalue	Wilks λ	Chi-square	df	p
1	0,319	0,114	0,898	120,973	12	0,000

Table 6. Standardized discriminant coefficients and correlations of discriminant variables with discriminant function for discriminant analysis of gender differences

Variables	Coefficients	Correlations
extraversion	0,372	0,581
concept	0,389	0,563
social climate	0,360	0,487
motivation	0,212	0,473
emotion stability	0,252	0,386
questions	0,012	0,381
conscientiousness	-0,337	0,367
openness	-0,553	-0,326
agreeableness	0,264	0,311
behavior management	-0,360	-0,212
school climate	-0,210	0,179
focusing	0,151	0,065

DISCUSSION

In our research we examined some characteristics (the way of teaching, communication and perceived personality) of students' favorite teachers and how students' age and gender influence their perception of a favorite teacher. Based on a series of statements in the questionnaire we report how students perceive the behavior of their favorite teachers while he or she is teaching and while he or she communicates with students. Also, we report how students perceive behavior which refers to personality of the favorite teacher. In short, the results indicate that the favorite teacher for students is the one who motivates them, explains new terminology and facts, verifies how much they understood, with whom they cooperate well, who is a good organizer, never leaves any doubts about what is expected from students and who shows interest in every student's work and progress.

Furthermore, our results showed that age have a statistically significant effect on assessment of the favorite teacher. Younger students gave higher marks for almost all variables compared with older students. The biggest statistically significant differences between the two age groups are in the evaluation of behavior management variables. Here we must take into consideration cognitive and social-emotional development of children. Younger students in this study are early adolescents while older are late adolescents. While early adolescents are confused about themselves and still don't reason systematically in formal way, older students already developed their identity in some way and their reasoning is on the top of formal operation stage of cognitive development (Berk, 2006). Consequence is more realistic and complex reasoning of older students that effect their assessments of favorite teacher too. Livesley and Bromley (1973) found that younger children notice physical characteristics of a person while older children notice personal and interpersonal attributes of an individual. Kutnick and Jules (1993) explored differences in pupils' perceptions of a good teacher based on age. According to theirs results younger pupils saw and described good teachers like the one who are pretty, well dressed and wearing glasses. Eleven to thirteen-year-olds pupils described the good teacher as one who promoting a well-organized class. Older students do not use physical features in describing a good teacher. They described a good teacher as the one having responsibilities to promote learning, who is professional, dedicated and interested in their subject. Beishuizen et.al (2001) studied how students and teachers perceive good teachers. According to their results primary school students described good teachers as instructors with task-oriented teaching competence. They disagreed with teachers who described good teachers as those who establish personal relationships with their students. Secondary school students emphasized

relational aspects of good teachers and here a disagreement with teachers decreased. To conclude, younger students are not so oriented to psychological characteristics and behavior, so their assessments of favorite teacher could be less objective for that. Considering social development in school context, many authors state that teacher-child relationship moves from dependency on teacher to interdependence between teacher and child (Birch and Ladd, 1998; Kutnick and Jules, 1993; Youniss, 1978). Given to less interdependence between child and teacher, younger students probably see their teacher, especially favorite one, in a more positive way and give him/her higher assessments.

The findings from our study also indicate that the student's perception of favorite teacher's behavior is related to student's gender. For almost all variables (except school climate and focusing) statistically significant effect of gender is found. We investigated the influence of student's gender to perception of the favorite teacher's behavior and we found that girls give higher marks for almost all variables. This is consistent with other research which suggests female and male students may prefer different teaching styles or teacher qualities (Centra and Gaubatz, 2000; Donaldson, Flannery and Ross-Gordon, 1993). Girls could be more attached to their teachers, tend to receive less teacher attention than boys (Morgan and Dunn, 1988) and they are less likely to be criticized by teachers overall (Eccles and Blumenfeld, 1985). In global, they have better relationships with them, and for that reason they probably assess teachers more positive. From an early age onwards, girls are more compliant than boys when interacting, not just with peers but also with their teachers (Berk, 2006). Sanson et.al, (1994) found that girls are more sensitive and smile more. Girls are more likely to cooperate and work well in small group settings in which they can discuss a problem or task ideas, compared to boys who prefer to work alone, and will often "argue over who will lead when working in a group" (EduGuide, 2010).

This research contributes to the understanding of desirable characteristics of the favorite teacher depending of the student's age and gender. Knowing those characteristics, teachers might better understand what students expect from them, which could lead to better relationships among students and teachers and to better education in general. According to Lumpkin (2008), teachers are expected to be positive role models for their students and this research can help teachers in playing that role. Also, it can help them to become an effective teacher understanding which specific characteristics students recognize as qualities when they choose their favorite teacher.

There are several limitations of our study. First, we have not asked students to write a teacher gender and age (the reason have already been described). However, if we had these data we would better understand how gender and age effect teacher-student interactions. Furthermore, the favorite teacher questionnaire that was used in this study was constructed for the purpose of the study and applied here for the first time. It's factor structure and metric characteristics should certainly be improved for further investigations.

In addition, this study asked students to recognize behavior of their favorite teachers. This might not be identical to what students would like their teachers to be or like them to do, so further investigation in this direction might provide an even better understanding. Quantitative results could be completed by qualitative methods results, like open type questions, essays or focus-groups.

Finally, a longitudinal study of students' perception of their favorite teacher from even younger age (for example 7-8) to university (20-22) would unveil how maturity and experience influence those perceptions. In particular, a research on relationships among students and professors in universities might be useful in situations where students have some degree of liberty to choose their teacher (multiple groups of students for the same subject, each with a different teacher). That information will be helpful in order to understand whether there are some universal characteristics of the favorite teacher regardless of the age of students.

CONCLUSION

Student's perceptions of favorite teacher's main characteristics depend on the age of the student. Younger students gave higher assessment to all variables compared to the older students. Student's perceptions of favorite teacher's main behavior are related to student's gender. For almost all variables (except school climate and focusing) statistically significant effect of gender is found. The paper also shows that girls give higher marks for almost all variables.

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ACKNOWLEDGEMENTS

We are grateful to all students and teachers who participated in the study

Research was conducted at Department of Biology, Josip Juraj Strossmayer University of Osijek, Osijek, Ulica cara Hadrijana 8/A 31 000 Osijek, Croatia

Percepcija učenika: kako se ponaša omiljeni učitelj

Sažetak: Emocije učenika prema njihovim učiteljima važan su aspekt procesa učenja u školi. Pozitivan odnos između učenika i nastavnika povećava motivaciju učenika za obavljanje zadataka. Nema istraživanja o karakteristikama nastavnika koji su omiljeni učenicima. Cilj ovog istraživanja bio ispitati neke od karakteristika (način učenja, komunikacija, osobnost) omiljenih nastavnika učenika u osnovnoj i srednjoj školi.

U istraživanju je sudjelovalo 1035 učenika. Procijenili su 40 izjava o osobnosti omiljenog nastavnika, načinu učenja i načinu komunikacije s učenicima. Rezultati pokazuju da je omiljeni učitelj onaj koji provjerava njihovo prethodno znanje i objašnjava nove pojmove, onaj s kojim učenici surađuju i koji je dobar organizator te prati njihov rad. Učeničeva percepcija omiljenoga učitelja ovisi o dobi i spolu učenika. Za razliku od starijih učenika mlađi su dali veće ocjene za skoro sve ispitane varijable. Interakcija između spola i dobi također se pokazala statistički značajnom.

Ključne riječi: omiljeni učitelj; način učenja; komunikacija; osobnost učitelja; učenici

Schülerwahrnehmung: Wie verhält sich der Lieblingslehrer

Zusammenfassung: Die Emotionen der Schüler gegenüber ihren Lehrern sind ein wichtiger Aspekt des Lernprozesses in der Schule. Das positive Verhältnis zwischen Schülern und Lehrern erhöht die Schülermotivation bei der Aufgabenerfüllung. Es gibt keine Studie über die Eigenschaften von Lehrern, die bei den Schülern beliebt sind. Das Ziel dieser Studie war es, einige der Merkmale (Lernarten, Kommunikation, Persönlichkeit) der Lieblingslehrer von Grund- und Mittelschülern zu untersuchen.

Die Studie umfasste 1035 Schüler. Es wurden 40 Aussagen über die Persönlichkeit eines Lieblingslehrers und die Lern- und Kommunikationsarten mit den Schülern gewertet. Die Ergebnisse zeigen, dass die Schüler den Lieblingslehrer als denjenigen wahrnehmen, der ihr Vorwissen überprüft und die neuen Begriffe erklärt, mit denen die Schüler gut mitarbeiten und der ein guter Organisator ist und ihre Arbeit verfolgt. Die Schülerwahrnehmung des Lieblingslehrers hängt vom Alter und Geschlecht des Schülers ab. Im Gegensatz zu älteren Schülern gaben die jüngeren Schüler höhere Bewertungen für fast alle getesteten Variablen. Die Interaktion zwischen Geschlecht und Alter erwies sich ebenfalls als statistisch signifikant.

Schlüsselbegriffe: Lieblingslehrer, Lernarten, Kommunikation, Persönlichkeit des Lehrers, Schüler

SUPPLEMENT 1

The questionnaire students answered

School:

Class:

Sex: M F

Your usual success during your education.

Your favorite subject:

The subject taught by your favorite teacher:

Here are some statements about usual characteristics of the teacher. Next to each statement, mark one of numbers which best corresponds to the behavior of your favorite teacher. The numbers have the following meaning:

5 – always (no exception)

4 – almost always (with some exceptions)

3 – often

2 – sometimes

1 – never

Motivation	1. Teacher talks about interesting things connected to the subject so I get interested for the lesson.	1	2	3	4	5
Motivation	2. Teacher plays games with us so I get interested for the lesson.	1	2	3	4	5
Motivation	3. Working with my teacher makes me curious and I look forward to the lesson.	1	2	3	4	5
Concept	4. At the beginning of the lesson, the teacher asks us what we know about the topic of the lesson.	1	2	3	4	5
Concept	5. During the lesson, the teacher explains new words and facts.	1	2	3	4	5
Concept	6. Teacher connects new terms and facts with those we have learned before.	1	2	3	4	5
Focusing on issues	7. During the lesson, the teacher draws on the blackboard or uses models which help me understand the subject.	1	2	3	4	5
Focusing on issues	8. Teacher explains new subject without involving students in discussion.	1	2	3	4	5
Focusing on issues	9. If we work on a new topic, the teacher involves us by giving us individual assignments, or putting us in pairs or groups.	1	2	3	4	5
Focusing on issues	10. During revision lessons the teacher doesn't involve us in the discussion.	1	2	3	4	5
Focusing on issues	11. During revision lessons, the teacher involves us by giving us individual assignments, or putting us in pairs or groups.	1	2	3	4	5
Concept	12. At the end of the lesson, the teacher uses different methods to revise what he presented earlier. In such a way it is completely clear to me what it was all about.	1	2	3	4	5

Question parameter	13. During the lesson, the teacher uses questions only to verify whether we acquired facts (for example: What is the name of the river in our city?)	1	2	3	4	5
Question parameter	14. During the lesson, the teacher uses questions to verify if we understood the topic (for example: What do you think why sharks don't live in the river Drava?)	1	2	3	4	5
Social climate	15. During the lesson we work individually, in pairs or groups.	1	2	3	4	5
Social climate	16. In group or pair works I collaborate well.	1	2	3	4	5
Social climate	17. During the lesson I collaborate well with my teacher.	1	2	3	4	5
Social climate	18. I like collaborating with other students when we work in groups or pairs.	1	2	3	4	5
School climate	19. The teacher commends us at the end of lesson.	1	2	3	4	5
School climate	20. The teacher criticizes us during the lesson.	1	2	3	4	5
School climate	21. The teacher stimulates us to cooperate by giving us some assignment we have to solve jointly.	1	2	3	4	5
Behavior management	22. The teacher pays no attention to disputes among students.	1	2	3	4	5
Behavior management	23. The teacher pays attention to disputes among students.	1	2	3	4	5
Behavior management	24. The teacher punishes disputes among students.	1	2	3	4	5
Behavior management	25. There are conflicts in this teacher's lessons.	1	2	3	4	5
Behavior management	26. The teacher commends our efforts in work.	1	2	3	4	5
Conscientiousness	27. During the lesson it is clear to us what our teacher expects from us.	1	2	3	4	5
Extraversion	28. The teacher is open in relationship with students.	1	2	3	4	5
Emotional stability	29. The teacher is often in a good mood.	1	2	3	4	5
Conscientiousness	30. The teacher is a good organizer.	1	2	3	4	5
Extraversion	31. The teacher brings liveliness among students.	1	2	3	4	5
Agreeableness	32. The teacher takes care about every student.	1	2	3	4	5
Emotional stability	33. The teacher seems to be relaxed in the lesson.	1	2	3	4	5
Conscientiousness	34. The teacher pays attention to every student's work.	1	2	3	4	5
Emotional stability	35. The teacher is often worried.	1	2	3	4	5
Agreeableness	36. The teacher shows compassion.	1	2	3	4	5
Agreeableness	37. The teacher shows no interest in our problems.	1	2	3	4	5
Openness (for new experiences)	38. The teacher has great ideas.	1	2	3	4	5
Emotional stability	39. The teacher is easily upset.	1	2	3	4	5
Emotional stability	40. The teacher easily changes his/her mood.	1	2	3	4	5