"THE TEACHER SHOULD NOT JUST BOSS AROUND ALL THE TIME" GOOD TEACHERHOOD IN THE LIGHT OF YOUNG PRISONERS' EXPERIENCES

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Abstract

The purpose of this study is to analyze the essence of good teacherhood through young prisoners' school experiences and memories in order to find means to prevent antisocial and exclusion-oriented development in youths. The assumption is that young prisoners' teacher descriptions include also positive memories. How do they describe teachers who have supported them or could support children's school going? How do the research participants perceive themselves in relation to teachers and teachers' actions? The data consisted of young prisoners' narratives regarding their school time. Twenty-nine young prisoners, aged 17-21, from two prisons in northern Finland participated in the study. This study employed the narrative research approach. The data were obtained through free-form interviews that resembled the narrative interview method. The qualitative content analysis and the narrative analyzing models were employed when analyzing the narrative data. According to the young prisoners' perceptions, good teachers shared certain features and skills that could be categorized into three: interaction skills, pedagogical and didactic skills, and subject knowledge. The study contributed unique information about the positive actions and features of teacherhood that can support the school work also among the children in danger of exclusion.
Key words: *exclusion, narrative research, teacher, teacherhood, young prisoners.*

Introduction

A prison can be described a terminal point of a journey called "exclusion" (Cochran, 2014; Granfelt, 2010). There is abundantly professional information about the nature of an exclusion process and factors determining it, but clearly less subjective, experience-based information obtained from those being in an actual danger of exclusion. This study focused on the young persons who had repeatedly or strongly acted against the law and become convicted to prison. They are the experts of this research.

The purpose of this study is to present a new viewpoint to the school system and education. How to develop teachers' work and education from the young prisoners' perspectives? The school experiences among this particular group are usually quite bleak (Äärelä, 2012; see also Loeber & Farrington, 2000; Jimerson et al., 2000). Naturally, the home conditions and background factors play a significant role in the exclusion process: people who end up in prison are, based on numerous studies (Laitinen, 2009; Lashlie, 2002; Lipsey & Derzon, 1998), men and women whose childhood has involved unusually frequent violence, sexual abuse, substance abuse, and mental problems.

Likewise, dropping out from school is more common among convicts (Sander et al., 2010). Learning difficulties, weak school achievements, and school adjustment problems are connected with a later criminal behaviour (Gottfredson, 2001; Flannery, 2000; Haapasalo, 2008). However, even the most troubled youths have experiences and perceptions of good

teacherhood (Childs & McKay, 2001; Kane, 2006; Løhre, Lydersen, & Vatten, 2010; Sprott, Jenkins, & Doob, 2000). They remember teachers who have encouraged them at school. Teachers play a big role in the construct of pupils' well-being at school (Dockett & Perry, 2010; Jennings & DiPrete, 2010; Keddie & Churchill, 2010), especially among those pupils who find schoolgoing overwhelming or very difficult (Bell et al., 2011; Burgess, 2012; Kent et al., 2011; Knesting & Waldron, 2006; Murray & Greenberg, 2001). On the other hand, unpleasant memories, such as public humiliation in front of other people, ridicule, and fear can leave lifelong negative impressions about teachers (Lahelma, 2002; Walls, Sperling, & Weber, 2001).

Highlighting these positive experiences, it becomes possible to develop teachers' work and support problem children's school going. Simultaneously, the eternal question of a good teacher's characteristic will be addressed. What kind of teacherhood could prevent disturbed school paths and dropouts from emerging?

Definitions of Good Teacherhood

Along with societal changes, the nature of schooling and teaching has become more fully understood (e.g., Beck, 2008; Gewirtz, Mahony, Hextall, & Cribb, 2009; Hargreaves, 2007; Troman, 2008, Uusiautti & Määttä, 2013). Various eras, theories, ideologies, and ideas of man have their own emphases in the illustration of a good teacher, and, therefore, any ideal picture of good teacherhood cannot be easily drawn (Jakku-Sihvonen & Niemi, 2006; Uusiautti & Määttä, 2013). Indeed, there are many ways of being a good teacher. Earlier definitions have emphasized teachers' subject-specific expertise and pedagogical skills; for example, Shulman (1987) distinguished two areas of knowledge that were content knowledge which pedagogical knowledge should merge with. Teachers have also expected to set the example of diligence, patriotism, moral behavior, and good citizenship skills (Ahonen & Rantala, 2001; Cunningham & Gardner, 1999). Indeed, the teacher's role and position involve demands that affect their work (Byrne Jimenez & Orr, 2012), for example, through the expectation of teachers to act as role models (Beijaard, Meijer, & Verloop, 2004).

A teacher's work involves plenty of emotional strain, and every teacher feels frustrated occasionally. There are situations when teachers fail regardless of a solution they make. Teachers confront such problems and challenges that do not have any ready solutions (Rousmaniere, 1994; Sumara & Luce-Kapler, 1996). Various demands are set for teachers by school authorities, pupils, and their parents (Englund, Luckner, Whaley, & Egeland, 2004). Thus, todays' teachers need good self-reflection skills, and a realistic attitude and appreciation of themselves as teachers and teaching (Taris, Van Horn, Schaufeli, & Schreurs, 2004).

Good teachers can inspire various learners and help them succeed. Pupils become enthusiastic when they experience successes, notice that they make a progress, and are convinced that they are cared for, understood, and appreciated (Noddings, 2005). Good teachers can prioritize and find the joy in the smallest achievements. Encouraging feedback given by a teacher can even be a significant turning point for the rest of a student's life. Indeed, the original meaning of pedagogy is said to be grounded in the relational and intentional responsibility of an adult to a child (Hatt, 2005). Good teachers are aware of the importance of students' emotional health to their academic success and, therefore (Huebner, Gilman, Reschly, & Hall, 2009), features such as compassion, love, and patience toward pupils should have an eminent part in a teacher's personality (Määttä & Uusiautti, 2011a; 2011b; 2012).

Indeed, "the aim of education must transcend the development of academic competence" states Pajares (2001) and continues that in order to prepare caring and fully functioning individuals, schools and teachers "must be armed with optimism, self-regard, and regard for others" (p. 34). Seligman has noted the same as he argues that schools should teach not only success, literacy, perseverance, and discipline that lead to academic achievements, but also "the skills of well-being" and "the skills of achievement" (p. 78). Due to the academic education, teachers are and should be able to reflect, develop, and renew the education system and teaching work in

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practice (Kansanen, 2006). Teachers are prepared to analyze teacherhood as teacher-researchers (Maaranen, 2010). This means that a good teacher does not only work in the classroom and in interaction with pupils, but is aware of the wider society and communal perspectives of his or her work.

Naturally, teachers make just one side of education. Pupils as well as parents and other partners of education contribute to the success of teaching and education. As well as it is possible to discuss good teacherhood, good studenthood or pupilhood are relevant matters. Määttä and Uusiautti (2011a) have analyzed how students' study paths vary greatly depending on their starting points and experiences they get during their education. Students bring their abilities and habits, writing, reading and learning skills, and attitudes toward studying in the teaching and learning situation. Students also vary by their motivation and therefore seize studies differently and with varying persistence. Studying should also be in balance with other areas of life. However, in this study, the student group evaluating teachers' action is special: young prisoners might not represent the good student's category, but their viewpoints are also valuable. When considered from the perspective of the ultimate form of exclusion, imprisonment in young people, the teacher's ability to enhance success in all pupils as well as to develop the teaching work appears more critical than ever.

Problem of Research

The problem of research in this study focuses on the definition of good teacherhood and how it can be viewed from the perspective of those students who have become dropouts and experienced exclusion. The purpose of this study is to analyze the essence of good teacherhood through young prisoners' school experiences and memories. Through analyzing them, it can be possible to support teachers' professional development and advance the joy of learning and teaching at school.

Methodology of Research

General Background of Research

In this study, young prisoners' teacher memories and school experiences are in the centre of interest. How do they describe teachers who have supported them or could support children's school going? How do the research participants perceive themselves in relation to teachers and teachers' actions? The assumption is that young prisoners' teacher descriptions include also positive memories.

Sample of Research

The data consisted of young prisoners' narratives regarding their school time. Twenty-nine young prisoners, aged 17-21, from two prisons in northern Finland participated in the study. The participants were selected according to the criterion for a young prisoner (age of 21 years and younger). Most of the prisoners are men, but also a few women participated in the study. Some of the participants did not have an earlier criminal background, but, for example, one of the prisoners was sentenced already six times despite the young age. The third of the prisoners had been sentenced due to several crimes which is typical of juvenile delinquency. The participants' backgrounds, in other words their living environments, seemed to be mostly fragile and unstable, but some of them also came from socio-economically high status families. About a half of the participants had attended the psychiatric examination and treatment periods of various lengths and various, even repeating, placements outside their homes.

Instruments and Procedures

This study employed the narrative research approach. Narratives have become a central method of qualitative research, and this trend has been even referred to as a narrative turn (Riessman, 2008). Narrative research is based on social constructionism (Burr, 1995; Gergen, 2009). In this study, young prisoners' narratives about their school years were acquired with free-form interviews that resembled the narrative interview method (see Atkinson, 2007; Cortazzi & Jin, 2006; Kvale, 2002; 2007; Watson, 2006; Wells, 2011). The young prisoners could decide how they would reminisce their school years; this made it possible for them to discuss issues they regarded as important and relevant. The purpose was to reach the research participants' authentic voices (Abbott, 2008; Chase, 2005).

Data Analysis

The qualitative content analysis and the narrative research approach applying Polkinghorne's (1995) and Lieblich, Tuval-Mashiach and Zilber's (1998) analyzing models were employed for the analyzing purposes. In this study, we focused on the descriptions of good teachers and propitious teacher actions in the young prisoners' narratives.

When reporting the results, excerpts from interviews are added in the results section. They are kept totally anonymous, and even the gender of the participant is withdrawn. However, the quotations are important as they give voice to the prisoners and show the reader how the researcher has interpreted the narratives. The translations from Finnish to English are as literal as possible to the language the young prisoners used. Although it was not possible to include the dialects the prisoners used, the excerpts include profanities and other expressions typical of their language.

Results of Research

According to the young prisoners' perceptions, good teachers shared certain features and skills that could be categorized into three: interaction skills, pedagogical and didactic skills, and subject knowledge.

Interaction Skills

Many of the prisoners remembered teachers as distant distributors of information without any attempt to have any personal contacts with pupils. Mostly, according to the young prisoners' narratives, the teacher-pupil relationships started to worsen after elementary education. Conflicts with teacher increased, which was partly due to the transition from a familiar classroom teacher's care into teaching under several subject teachers who were regarded distant.

> *"I remember well those teachers… They are important in many ways, so you will probably remember them when old. In secondary school, you did not learn to know them so well, but you remember how they were. They did not know their students' names all the times, and I noticed that not the same kind of relationship did not emerge. - - They were just teachers. I do not remember anything good of them because I did not learn to know them and vice versa."*

It is important that the teacher constructs and maintains positive interaction with his or her pupils. The young prisoners' had noticed that a benign teacher-pupil relationship made it easier to solve conflict situations. Furthermore, the young prisoners had not intentionally disturbed those teachers' lessons who had been able to create understanding interaction. Teachers who showed caring and acceptance to these youngsters had earned their respect that was shown, for example, by behaving nicely during their lessons:

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"I knew how I should behave, but I just did not feel that I wanted to. It was not on purpose, I just couldn't or had the will; there was no reason. Except those teachers who were nice."

Indeed, the most central element of teacher narratives was the everyday encounters and positive, encouraging interaction between the teacher and the pupil. Those teachers who could enhance the feeling of getting along with their teacher were regarded positively, while others had quite a negative stamp in the young prisoners' narratives.

"The religion teacher was tough. - - Although her subject, religion, did not interest me, I wanted to go to her lessons always because she was so nice. And when I did not appear in the lesson, she would always ask why I did not come. She sort of cared."

According to some studies, teachers tend to construct more functional interaction relationships with pupils who they like or who resemble them—and vice versa; the young prisoners had the sense of not becoming understood by teachers. Due to lack of convergent views and goals, positive interaction was not likely to emerge between these youths and teachers. Noteworthy is that the young prisoners had had positive experiences too, and brought up how much they appreciated the teacher's positive attitude and efforts to establish interaction with all pupils.

Pedagogical Skills

As mentioned in the introduction, teachers' substance knowledge and teaching skills have been considered the core of a teacher's work traditionally. Teacherhood consists of the knowledge of human nature and the ability to see the situation from a pupil's point of view, and this notion is supported by the young prisoners' narratives, too. The teacher-pupil relationship at school is manifested as the teacher's didactic and educational capability. Many young prisoners mentioned this element of the teacher's work. Some of them expressed sporadic mentions that were not discussed profoundly at first.

"Well, so that the teacher would just talk about the subject matter."

Teachers' didactic solutions do not appear as important as the teacher-pupil interaction does in the young prisoners' interviews. One of the prisoners was able to clarify the significance of the teacher's methods and actions. This comment captured the idea covered in half of the prisoners' narratives about how a teacher's teaching skills impacted them.

"You have to know what you're doing, and believe that you are a good teacher… You know, for example, how you present the issue. It has to be interesting; so that you feel up to listen to it… Already the way of talking means much. If the teacher just explains with the same tone and drivel on something that you won't be interested in for many seconds; then, you just don't listen to the teacher any longer. But if the teacher moves and changes tone, every now and then mentions something or tells a totally different story, so that it is not just the studying of the same subject. And asks something from pupils, so that other can talk too - - And makes up something else to do, too, something nice, such as English crossword puzzles. - - This would give something to everyone. If you don't like this method, you would know that it's just one lesson, and there will be others. So it's not just same old-same old. And the teacher would also watch us; when the class starts to be too restless, the teacher would give something else to do, for example, different tasks; not just bosses around all the time."

The teacher has a significant motivating role, especially in middle school. Pupils do not want to miss "a good teacher's" lessons whereas they would probably skip "a bad teacher's" lesson easier—this was common among the young prisoners. The teacher's attitude to work and pupils forms the foundation that appeared central in the youngster's narratives. If the teacher enjoys his or her work, this positive attitude will be reflected on pupils and they can achieve the joy of learning.

"[The history teacher] was excellent. The teacher would tell stories and all different things, and we remembered those stories. The teacher always said that if your children like stories, then stories you will get. - - And the teacher was always nice and understanding, asking about other things than history too. I like, and I liked history too, because of the teacher. It was joyful studying, not just badgering."

Various teaching methods and ability to notice all pupils in teaching seemed to determine a teacher's pedagogical skills. Young prisoners could not wish for different kinds of teaching skills and methods as such, but they mostly criticized the boredom and repetitious, mind-numbing lessons. A teacher's ability to teach all pupils and notice them individually was highlighted by young prisoners:

"You have to know how to teach all pupils; not just the good ones. It is easy teach them because they know it anyway. The teacher should focus on those pupils too who are not interested in studying."

According to the young prisoner's perceptions, a good teacher notices pupils individually and as individuals. Likewise, holistic care and nurturing were acknowledged in the narratives. Some teachers had called home quite soon after a school day had started if a pupil did not come to school. The phone call had usually prompted the youngster to come to school; otherwise, he or she would have just slept all day long.

"I don't think would home come there otherwise, but because the teacher took care of that, I didn't dare to skip school."

A teacher who had accepted pupils as they are without expecting too much of them and giving positive feedback whenever possible had become accepted and liked by pupils as they were:

"And then the teacher matters too. That teacher was good that we all went along. The teacher was irreplaceable for me; otherwise, I wouldn't had handled school. I would probably still be there [at the age of 19] or just dropped out. ... Sometimes the teacher was an ass, but you could take because we knew that the teacher did not fuck with us for no reason, but it was our fault and we really need to do something differently. So, I trusted the teacher in this way."

A very central feature in a teacher's teaching skill that was mentioned in the young prisoners' narratives was feedback and its significance to pupils. They had received negative feedback more than enough, but positive feedback from teachers seemed minimal. Many young prisoners remembered how they had been longing for positive recognition by teachers. Moreover, the teacher had not noticed the young prisoners' efforts to have their school work done.

"They could have noticed the good things too; it would have been more important than just complain about all the things that were bad. It is ok if the teacher speaks well of someone who has performed well in exams and at school. But they did not have to go on about that all the time, and, specifically, not by saying 'you didn't do good, oh no! Why didn't you read, poor you!' They could sometimes stop and think why I didn't do good and look at the mirror. Oh dear. It's not that it would totally be the teacher's fault, but sometimes the teacher has something to do with it. At least, I think so... I have been always the low-achiever. Although I am not stupid, I was just pissed off, and I didn't feel like writing or even read, but I could do something for sure. They are not just always praising the same pupils who always can, and, like our teachers did, they did not really speak well of others. Some pupils were teachers' pets."

The Teacher's Mastery of the Subject

The third dimension mentioned in the young prisoners' narratives was not as central as the two aforementioned ones, but among those youths, who found the teacher's substance knowledge important, talked about it in several occasions. According to their memories, teach-

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ers had either known too much or too little. Most of the prisoners criticized too detail-oriented teaching; teachers did not seem to understand that "not all of us were interested". Many of the young prisoners would prefer focusing on the basics:

> *"Those teachers expect that everyone is interested because they are so excited about all their knowledge. I think they just try to assert themselves. For example, I remember physics. I claim that over half of the crowd was all at sea with the teacher's pointless babbling. Some nerd would crazy about learning these things and the others were like what the fuck. IDC."*

The other extreme covered those young prisoners who criticized their teachers' deficit knowledge. Their experiences were situated in the elementary school years and concerned classroom teachers. One of the interviewees had experienced that the teacher had known less; actually, the teacher seemed have just repeated the information printed in the textbook.

> *"What the hell, anyone could do that!"*

Discussion

Negative school experienced and failed transition from a school level to another increase the risk of exclusion, substance abuse, criminal behaviour, and committing a suicide (Chadbourne & Pendergast, 2010; see also Crockett et al., 1989). The young prisoners would have benefitted from someone to pay attention to them more, especially after elementary education. This study did not tell how actively the school tried to support these youngsters, but we did find out, as narrated by the young prisoners, that the intervention should have been more efficient.

Dropping out of school is one of the most salient and activating element of exclusion (Garrison, 2006; Wilson, Malcolm, Edward, & Davidson, 2008). It is preceded by many problems that occur or are perceived already during childhood varying from parents' mental problems and alcoholism to bullying at school or various learning and behavioral problems in children themselves (Sander et al., 2010). Homeschool collaboration has been regarded as one of the most efficient means of intervening in and stopping children's exclusion processes (Ministry of the Interior, 2007, 2008; see also Greenwood, 2008; Payne, 2008).

Children live in various circumstances and, consequently, they have different habits and measures of acting and reacting. School and teachers should realize this more consciously in today's education. While education aims at good achievements, pupil diversity can turn into a basis for categorization. This study wanted to address this viewpoint: by understanding the nature of diversity in pupils and their backgrounds, it can be possible to avoid pupils' blaming and stigmatizing into weak learners or lousy schoolchildren. Being aware of the demands written in the hidden curriculum (see e.g., Giroux & Penna, 1979; Wren, 1999) and noticing how their influence daily school work can ease the burden of the pupils being in danger of exclusion. Furthermore, when the pupil does better, so will the teacher, too; not to mention that the care and good experienced by a misadjusted pupil can turn into the common good of the whole class. The young prisoners did reveal that if they had received more positive attention they would not have disturbed lessons and school work as much as they had done.

Likewise, Sutherland (2011) has discussed the connection between dropping out and criminal behavior. According to her studies, school experiences as such do not make the young commit to criminal behaviour, but negative experiences do increase the risk. Young criminals had experienced injustice and alienated from the school system and their peer group. While it is relatively straightforward to create benign environment for the physically disabled pupils, it is much more difficult and ambiguous to know how to address, for example, pupils with emotional dysregulation (Shearman, 2003; see also e.g., Burgess, 2012). Teachers' pedagogical beliefs are shown in practice through their actions inside the classroom (Blay & Ireson, 2009), and therefore, teachers need sensitivity and awareness of their practices and prejudices.

In addition, this study showed, in line with the study by Sutherland (2011), many of the young prisoners had had learning difficulties especially at the secondary school level. Most of them described how they were bored with the expectations school had set for their behavior. This was used as the excuse for their antisocial, impulsive, and aggressive behavior. They had not accepted the school rules, nor had they been willing to think that the rules concerned them. Skipping school was their routine and a way of alienating themselves from the school culture. Sutherland (2011) talks about education-created risk factors, including failed transition from one school level to the other, an unsupportive atmosphere at school, antisocial peer relationships formed at school, negative relationships between pupils and the school personnel, and mistreatment, among others.

Actually, Huebner et al. (2009, pp. 565-566) have defined the features of positive schools: (1) positive schools appreciate the importance of subjective well-being to students' academic success; (2) positive schools work with individual differences in personality, abilities, and interests to maximize the goodness of adapting between school experiences and students' needs; (3) positive schools facilitate supportive teacher and peer relationships; and (4) positive school setting emphasize instructional tasks that enhance student involvement through offering appropriately challenging, interesting, and voluntary activities. All these features occurred in the young prisoners' narratives as well.

Teachers have the opportunity to act within the limits of their authority position and care that naturally belongs to a teacher's profession. Pedagogical authority can be based on the exercise of power and the teachers' external position (the teacher as a dominating, defiant authority; see Hersey & Blanchard, 1988; Saevi & Eilifsen, 2008) or emerging with respect and expertise (the teacher as a flexible professional) (Määttä & Uusiautti, 2012); the latter being appreciated by the young prisoners. At its best, pedagogical love is manifested in a teacher's work as a trust and belief in the learners' talents, presence, attachment, intimacy, and a positive sense of duty to support learners (van Manen, 1991, Määttä & Uusiautti, 2011a; 2011b). Without this kind of genuine care for pupils, teaching becomes detached and remote, and nullifies students' talents and proficiency, and does not notice the effort pupils make, especially, the ones easily leaving in the shadow of the high-performers.

Teachers' thoughtfulness lies in the intersection of the dimensions of care and authority. Van Manen (1991) refers to this ability as the tact of teaching that emerges from the genuine attachment toward a pupil. Siljander defines pedagogical tact as an educator's ability and desire to become aware of the pupil's situation; this includes the educator's thoughtfulness, but it is also the skill to mold the tension between the maturing individual and the demands of the society (Siljander, 2002, p. 87).

As the findings surfaced, this study focused on the young prisoners' experiences of school and teachers' actions. Therefore, their own backgrounds and behaviors were purposely given the backseat. While Sutherland (2011) used the wording "the education-created risk factors", the viewpoint we wish to highlight here is not about the risk of boosting the exclusion process, but, rather, on "the teacher-related positive factors" preventing and stopping a development toward exclusion. The purpose is to discuss teachers' actions and teacherhood as the means to prevent exclusion and dropping out.

Conclusions

The young prisoners' narratives included many pleasant memories of good teachers. Also, the nature of good teacherhood can be interpreted from their description of the opposite—how not to do. The viewpoints presented by the young prisoners help understanding the multidimensional nature of a teacher's work and realizing that even those actions that are supposed to spread good spirit can be experienced negatively by some pupils.

Indeed, teacherhood has changed in today's schools. Teachers have to increasingly pay attention to upbringing alongside teaching. Noticing all pupils as individuals seem to be a con-

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dition of survival of the 21st-century's compulsory education. However, this means that, instead of paying attention to pupils' personal academic skills, it is more important to know their backgrounds and to understand and respect their situations.

What was emphasized by the young prisoners was that they could tell when the teacher was genuine and truly cared and was interested in them. Therefore, they did not expect the teachers be perfect human beings who would always know how to pay attention to everyone. It might be reasonable to discuss where the limit of a teacher's care is and to what extent the exclusion and dropping out are the teacher's fault? As the young prisoners' memories showed, they had appreciated the teachers' genuine concern and care that were shown, for example, by calling at home if the pupil had not come to school. One may ask whether teachers can be even expected to show this kind of care. With scarce resources and huge pupil groups, teachers are probably not able to pay such attention even if they wanted to.

Therefore, the reason of this study is not to lay a guilt trip on teachers or somehow glorify the young prisoners' experiences and opinions. Instead, the study provides a viewpoint to a teacher's work, a viewpoint that might not have been heard sufficiently. Saying that the young prisoners are experts of this perspective does not mean that we would close our eyes to their criminal behavior and accept it. The value of hearing them is in the realization of ways that the teacher's actions in the classroom can be perceived—and especially, what can be learned from hearing these young prisoners.

The young prisoners realized that teachers make mistakes, too, but if they showed their genuine concern and tried to get everyone along and establish a good interaction relationship with pupils, a leap toward a more positive school experience had been taken. When it comes to the essence of good teacherhood as described by the young prisoners, it seems that teachers who act in an expertise- and pedagogical love-based manner were not associated with authoritative dominating, but became respected in the eyes of pupils, and thus, earned their place as authorities. Good teachers are not perfect but they are humane toward themselves and pupils; moreover, good teacher do not expect their pupils to be perfect either. This also enhances the emergence of a positive relationship between a teacher and a student.

Acknowledgements

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