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EFL Pre-Service Teachers' Perceptions of Teacher Qualities in Secondary Education

Tran Nguyen Minh Truc[1], Truong Trong Nhan[2]

[1]*Long Binh Secondary School, Dong Nai, Vietnam.*

[2]*Faculty of Foreign Languages, Dong Nai Technology University, Dong Nai, Vietnam.*

ABSTRACT: *This study focuses on the EFL pre-service teachers' perceptions of valued teacher qualities as they progress to graduate teachers and aims to identify EFL pre-service teachers' perceptions of effective secondary school teacher qualities as they progress through their three-year undergraduate degree. The main method of this research was qualitative method with descriptive statistics. This method allowed for a comprehensive collection of evidence providing a full understanding from which to address the research questions. In clarifying the study's findings, the major finding could be summed up as the methodology revealed a range of assumption about reality and knowledge that served to guide the construction of the research problem. The pre-service teachers' evolving beliefs on teacher qualities were viewed as being socially constructed with meaning created within their social context. The quantitative findings were analyzed in a series of constructs, and aspects of pre-service teachers' perception of teacher qualities over time including knowledge, pedagogy, interpersonal and professional qualities, and personality. The pre-service teachers' prior experiences, curriculum and age influenced their perceptions. Perceptions were not fixed because their views (on knowledge, pedagogy, professional and interpersonal qualities, and personal characteristics) differed in response to new learning or new priority. Learning for the EFL pre-service was developmental, moving on a focus on self to deeper, more insightful ethical professional view of themselves. Further, the study's findings will contribute to understand the often – neglected voice of the EFL pre-service teachers and will inform discourse on how to guide future teacher education.*

Keywords: EFL pre-service teachers, teacher qualities, secondary education.

I.   INTRODUCTION

1.1. Background to the study

At school, teachers play an important role in the classroom. According to Strong, Ward and Grant (2011), a good teacher creates a motivating environment for the students. In addition, this environment is based on respect, fairness, and trust wherein a positive climate is cultivated and maintained. Consequently, it is necessary for students to be motivated to achieve their goals by a good relation between teachers and their students. Sowden (2012) shares the same view regarding the importance of teachers having a good relationship with students, particularly in teaching English. Thus, the teacher can work as a good role model and the students will be more willing to learn.

Bakx, Koopman, Kruijf and Brok (2015) show that there are 143 different qualities that a good teacher should possess, according to the students. Within that, the most important qualities are the teacher's personality and his/her professional role. Moreover, other qualities that are usually mentioned are the teacher's pedagogic skills and how the teacher supports and encourages students. A teacher that can take

control and be an "authority" figure is highly valued by the students. Bakx, Koopman, Kruijf and Brok (2015) also argue that teachers nowadays have higher requirements than ever due to the expectation from the society and the government. Hence, the teaching practicums are precious chances for pre-service teacher to practice and improve their qualities. Therefore, this research aims to find out how pre-service teachers perceive of teacher qualities.

1.2. Problem statement

Nowadays, the number of students majoring in English pedagogy is generally increasing at Dong Nai University. It is necessary for them to become skillful teachers and to teach effectively. Before becoming good teachers, pre-service teachers need to take two teaching practicums at secondary schools or high schools. However, there exists a problem that not many students can acquire enough knowledge, skills of a professional teacher and explanations for this phenomenon may vary. It may be that some students are not aware of the importance of the essential factors which make a good teacher as well as form teacher professional identify. Therefore, the results after teaching at secondary schools or high schools did not reach their expectation. Therefore, there is an urgent need to investigate pre-service teachers' perceptions of teacher qualities, which this research aims to pursue in the context of Dong Nai University.

1.3. Purpose of the study

This study aims to identify English as a Foreign Language (EFL) pre-service teachers' perceptions of a good secondary school teacher as they progress after each year of studying. The group selected for this study was 60 pre-service teachers from Dong Nai university.

1.4. Research questions

The aim of this research is to explore the perceptions of pre-service teachers by addressing the following questions:
1. What are the pre-service teachers' perceptions of secondary school teachers' qualities?
2. Are there significant differences in pre-service teachers' perceptions of secondary school teacher qualities in each stage of study?
3. To what extent does students' perceptions of secondary school teacher qualities correlate with one another?

1.5. Scope of the study

In this scope of the study, the author focuses on the pre-service teachers' understanding and perceptions of teacher qualities of an effective teacher in the secondary education. Besides, this research aims to provide an opportunity to explore the pre-service teachers' perception of teacher qualities in the context of Dong Nai university, and the research focus is applied for the first time at Dong Nai University. Therefore, 60 selected pre-service teachers play an important role in providing information on how to cater for the need of pre-service teacher, thus maintaining high standards of professional practice in teacher education.
Moreover, this research provides empirical evidence which could be taken into consideration in order to support pre-service teachers with useful information to get better preparation for future practicum.

1.6. Significance of the study

This study provides new information that expands the discourse around pre-service teachers' perception of teacher qualities. The findings emerged from this study also have important implications for educational researchers and teacher educators. Teachers and educators can use these results to examine their pre- service education programs as well as teacher education practicum experience.

1.7. Limitations of the study

As for the participants, the number who joined in the survey was comparatively small with 60 samples as there were difficulties in getting the research subject's responses to questionnaires. Besides, in the Vietnamese context, there is a number of studies about pre-service teachers but not many studies focused on the perceptions of pre-service teachers' perceptions of teacher qualities, especially in Dong Nai province. Besides that, that there were no teacher educators involved in the survey. Therefore, this study solely focused on pre-service teacher perspective. This opens a gap for further research to seek participation of both pre-service teachers and teacher educators.

II.　　LITERATURE REVIEW

2.1 Defining Teacher Qualities

Teacher qualities are viewed as "qualities" that need to be met rather than standards that need to be reach (Woolfolk, 2000). Teacher qualities can be broadly divided into three areas: management, instructional techniques, and personal characteristic (American Association of School Administrators, 1986). It is important to consider the three broad areas of teacher preparation and qualifications of teachers; however, they have limited impact if teachers do not know how to identify their students' learning needs. Byrne (2005) states that teacher quality has been defined in terms of purpose and divided into three components: a level of professional competence; a student-centered approach that is adaptable with a measurement-centered approach; and the moral purpose of teaching. O'Meara and MacDonald (2004) refer to give general elements of teaching: professional responsibilities; content of teaching and learning; teaching practice; assessment; and reporting of student learning and interaction with the school and broader community. These elements describe teachers' ambitions. Woolfolk (2000) states that the importance of professional ethical qualities and psychological aspects of students learning together with subject knowledge are important principles for quality teacher education. McBer's (2000) study of teacher effectiveness identifies three main factors including teaching skills, professional characteristics and classroom climate within teachers' control that greatly influence pupil learning progress. The most significant factors for pre-service teachers are professional characteristics and teaching skills. Moreover, Roucher, Baker, Mullin, and Boy (cited in Witcher et al., 2001) state that characteristics of effective teachers can be divided into three groups: motivation, interpersonal skills, and cognitive skills.

2.1.1 Pedagogy as teacher qualities

Pedagogy can be defined as the practice of teaching, which also plays an important role in effective teaching and the learning outcomes of students. Polson-Genge and Shanks (2010) point out that effective teachers have a close engagement in promoting student learning, which encourages the reflection of thought and action. It also builds up the revelation of new learning as well as promotes shared learning. Moreover, it supports the chance to engage pre-service teachers with authentic environment where the primary focus is the success of teaching and managing students' learning. In developing effective pedagogical knowledge, the link between theory and the making of explicit connections are considered as fundamental. When authentic learning is enclosed in the experiences of learning to teach, it will be more meaningful and powerful for pre-service teachers. Shulman's (1987) suggests that it is necessary for pre-service teachers to start with what to learn and how to teach. Moreover, Garritz (2010) claims that effective pedagogy helps students to achieve a deep understanding of specific knowledge and belief. To do this, emotional knowledge needs to be closely related to the subject content.

It is said that pedagogical knowledge can be characterized as common sense; however, Grossman (1989) notes that most of their knowledge on students understanding to their own classroom experience and believes that inexperience teachers cannot fully form the knowledge in the classroom. Brophy and Good (1986) suggest that it is more effective for pre-service teachers to receive instructions on how to teach than those who were left to work through the curriculum materials on their own. Besides, Bullough (2005) notes that many pre-service teachers consider professional experiences as the most relevant way to learn how to

teach and cultivate effective pedagogical practice. Therefore, effective pedagogy plays an important role in meeting students' needs.

In terms of skills and experience, Mayer (2006) suggests that teachers with strong academic skills and teaching experiences can help students learn more than those who have weak skills and less experience. It is beneficial for students when the courses' content focus and include a high level of intellectual accuracy and cognitive challenge.

2.1.2 Knowledge as a teacher quality

Knowledge as a teacher quality includes subject content, educational theory, pedagogical knowledge and professional knowledge. Gate (2009) suggests that a greater emphasis on process-product has been placed by research on teaching and it has a neglected thinking on process-content, the combination of content knowledge and pedagogy in effective teaching is also involved. It is admitted that knowledge plays an important role in providing necessary understanding for the pre-service teachers to be able to adapt theory to practice in the classroom. In addition, pre-service teachers majoring in education were supposed to have greater expertise in classroom management skills, pedagogical knowledge and an increased to reveal content to students' needs and interests (Grossman, 1989).. Ashton and Crocker (1987) suggest that teacher effectiveness can be influenced by the in-depth content knowledge in teacher education program in various areas. These include teacher sensitivity, compromising with a variety of students' needs and the ability to teach in a style that facilitates higher-order thinking. It is beneficial for pre-service teachers to have a balance between subject content matter and education course in curricula in teacher education (Ferguson & Womcak, 1993). The most beneficial kind of teacher education programs for pre-service teachers were those that concentrated on decision making, attitude formation and analytical skills (Evertson, 1985). Besides, the content knowledge is one of the most important components in preparing pre-service teachers for continuing their career.

Although most of the literature about teacher knowledge focus on the subject content, learning theory and pedagogical knowledge, Bobis' (2007) research emphasizes the importance of teacher professional knowledge. Bobis (2007) argues that beside the traditional areas of study, teachers need to have a strong practical knowledge. Eraut (1995) also contributes to the idea of professional knowledge and proposes three areas of expertise for teachers, which include subject matter knowledge, educational knowledge and societal knowledge.

2.1.3 Interpersonal and professional skills as teacher qualities

Hughes (2004) defines the good teacher by using his own teaching experiences. He points out that teachers need to have humanity and warmth, whereas Smith and Lambert (2008) emphasize that professional teachers should show their patience, and students are supported and respected by teachers. Brighouse (1995) observes that a professional teacher is optimistic and realistic, they are confident in admitting weaknesses, ready to take risks and keep learning new things. Chai (2005) notes that professional teachers spend more time on learning than teaching. Teaching is not just about delivering knowledge, teaching is how to communicate with students, find out what students like and listen to their opinions, hope and fears; it is also about sharing ideas and feelings with students. Wolk (2008) states that a professional teacher gives students choices to find enjoyment, students are let to create things freely and teachers are encouraged to have fun with students. On the other hand, Kennedy and Hui (2003) believe that students can be influenced through self-belief and self-efficacy by a professional teacher. In contrast, McBer's (2000) research focus on personal characteristics gives an idea that professional teachers are able to challenge and support others as well as have certainty and show respect for others.

McBer (2000) suggests professional characteristics include the ability to challenge and support others, confidence, create trust and show respect for others. He also points out the features of professional teachers that they are leaders, flexible, accountable and passionate, professional teachers can relate to others through influence and teamwork. Huberman, Grounauer and Martin (1993) support the importance of interpersonal

feature by pointing out that it is necessary to have a good relationship between teachers and pupils for developing the professional growth from pre-service teachers to experienced teachers.

To sum up, Goodman (1985) suggests that there are three broad perspectives towards teaching: utilitarian skills, management and teaching as a craft. Utilitarian skills are considered as a professional academic requirement for teachers. Teaching as management focuses on the product rather than the process of education. Teaching as a craft refers to students' autonomy, use of a curriculum, interest in subject matter, motivation and skills, energy and innovation.

2.2. Pre-service teacher perceptions of the good teacher

Lieberman (1995) suggests that pre-service teachers enter teacher education with the ability to assess conceptual frameworks around what are good teaching practices. According to Lieberman (1995), this idea is not widely acknowledged or practiced in teacher education. She notes that teachers want students to engage in experiencing, creating and solving problem, using their own experiences and working with others. Lieberman (1995) believes that other people's understanding of teaching and learning is more important than one's own, and that the individual's knowledge is of far less important.

According to Bransford et al. (2000), educational theorists tell us that it is advantage when people learn through active involvement, and through thinking about and becoming expressive about what they have learn. This thinking of pre-service teachers plays an important role in guiding their teaching preparation. In order to improve teaching, a good teacher is demanded to develop reflective practice; however, because of the lack of knowledge about how teachers themselves learn, this understanding is often limited in the case of pre-service teachers.

Jegeda et al. (2006) believe that it is crucial to consider the teachers' own perception of which areas they feel confident and knowledgeable and which they do not. If the teacher education carter the pre-service teachers' learning needs, it is important to understand their perceptions and value. Considering the pre-service teachers' points of view about good teaching is necessary because it assists in developing their learning. However, there are undeniable restrictions in teacher education, especially when many pre-service teachers cannot find out the link between the school experience and formal university coursework. There is a recognized need to create understandings rather than assumptions about how pre-service teachers learn and what they value.

2.3. Personal qualities of effective EFL teachers

The literature has described effective language teachers as not only having expert competence in the target language but also possessing certain personal qualities such as being warm, sensitive and tolerant towards students (Vadillo 1999). Vadillo (1999) states that personal characteristics of teachers of English are supposed to be an important aspect of effective EFL teaching and learning. Pleasant personality traits require the EFL teachers to be enthusiastic about students' language learning progress and providing support and feedback to the students at different stages of their learning.

In addition, Borg's (2006) research contends that enthusiasm is an essential characteristic for EFL teachers in order to increase learners' motivation in learning a new language. Borg seems to suggest that EFL learners need to be taught by language teachers who are interactive with learners and provide them with important help and support the difficult stages of their language learning. Such qualities of the EFL teachers encourage learners to discuss their various learning difficulties with their teachers without hesitation.

2.4. Definition of pre-service education and secondary education

Pre-service teachers are those who are going to become teachers. Pre-service teaching is a period of guided, supervised teaching. The college students are gradually introduced into teaching the role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the pre-service teachers to assume greater responsibility in classroom management and instruction as the experience progresses. The pre-service teacher begins as an observer and finishes the pre-service teaching

experience as a competent professional. Pre-service teaching is an essential experience in the educational program. Although other college courses, activities, and practice contribute knowledge and experience to the prospective teachers, pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibility.

Secondary education covers two phases on the International Standard Classification of Education scale. Level 2 or lower secondary education (less common junior secondary education) is considered the second and final phase of basic education, and level 3 (upper) secondary education is the stage before tertiary education. Every country aims to provide basic education, but the systems and terminology remain unique to them. Secondary education typically takes place after six years of primary education and is followed by higher education, vocational education or employment (ISCED, 1997). Like primary education, in most countries secondary education is compulsory, at least until the age of 16. Children typically enter the lower secondary phase around age 11. Compulsory education sometimes extends to age 19.

2.5. Conceptual framework

In order to find out the answers for research questions section, a conceptual framework for identify the pre-service teachers' perception of teacher qualities is synthesized from Brown (2001) list's characteristics of good language teachers and the Khojastehmehr and Takrimi's (2009) research as Knowledge**,** Pedagogical skills**,** Interpersonal technique**,** Professional characteristic**,** Personal characteristics.
The framework is suitable for secondary schools and it is general enough to be adapted in this research.
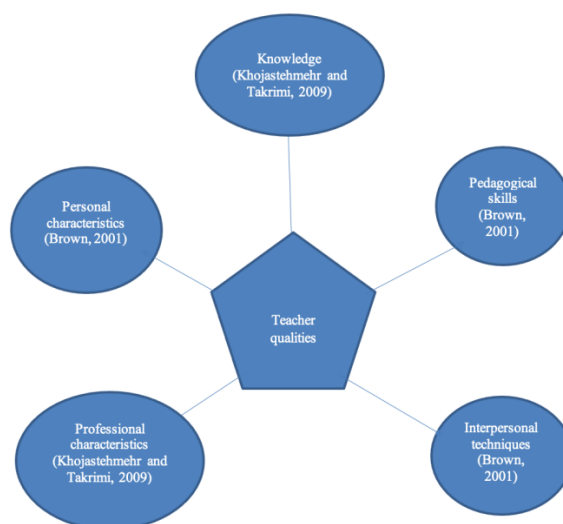

Figure 2.5.1. Conceptual framework

III.   METHODOLOGY

3.1. Research design

This study employed only quantitative approach. The quantitative surveys were employed to get an overview of the participants' perceptions of teacher qualities that they valued. A 25-item questionnaire was developed by Khojastehmehr & Takrimi's (2009) research and Brown (2001) to investigate pre-service teachers' perception concerning teacher qualities. The items were categorized into five sections which were titled as follows: Knowledge, Pedagogical skills, Interpersonal techniques, Professional characteristics, Personal characteristics. Each item was rated on five-point Likert scale as not important (one) to very important (five). This survey is statistically designed so that statistic data can be analyzed more easily. In order to ensure the clarity of the questionnaire items, the researcher translated the questionnaire into the students' national language, which is Vietnamese. Instructions and other necessary clarifications regarding the items were provided before and during the time the questionnaires were being filled out.

3.2. Research site

Dong Nai University is one of the educational institutes with a proud history of formation and development in the Southeast Vietnam. Founded in 1976 with the name campus 4 of the Ho Chi Minh pedagogical college, going through the stages of development from a pedagogical college. Now Dong Nai University is a multidisciplinary University.

Since Dong Nai university (DNU) was established, they have provided thousands of well-trained teachers for Dong Nai province. Moreover, the pre-service teachers of DNU are highly appreciated in every teaching practicum in every secondary school or high school. It indicates that DNU is a main human resource of teachers in the province. As a result, the researcher has chosen the Foreign Language Faculty of DNU as the research site for this study.

3.3. Participants

The pre-service teachers who received the questionnaires were freshmen, sophomore and juniors. 25 - item questionnaires were sent to 60 pre-service teachers who are currently studying teaching English in Foreign Language Faculty of DNU. The questionnaires were distributed to the pre-service teachers after the 2 - month teaching practicum. The participants were selected with the help of the dean of faculty.

Most of the participants were 19 - 23 years old, including both genders: male and female, which allows this study to minimize gender bias results. All participants have received formal teacher education and some have reached the final stage of their degree which means that they are mature enough to consider the questions carefully and to provide answers that match their circumstances.

3.4. Research instrument

The questionnaire was used as the instrument to collect data in this study. The questionnaire was translated into Vietnamese and necessary clarifications were given regarding the item before and during the questionnaires were being filled out.

The questionnaire was adapted from a result of a research written by Khojastehmehr and Takrimi (2009) which aims at identifying the EFL pre-service teachers' perceptions of teacher qualities. The result of Khojastehmehr and Takrimi's (2009) research was a reliable source to develop the questionnaire for this study. However, not all items from the result were adopted in this study, the chosen items were those which were suitable and relevant in the Vietnamese context, especially in a classroom environment. The structure of the questionnaire was based on the conceptual framework of teacher qualities in Chapter 2 of this study. It is also based on the result of Khojastehmehr and Takrimi's (2009) research. The questionnaire has one part consisting of 25 items in order to obtain students' opinions about teacher qualities they possessed before and after their teaching practicum.

Moreover, students who joined the survey were not asked to write their names in both two questionnaires sheet and they were informed that their answers would not affect their course grade in the main curriculum. To complete the questionnaires, the participants were asked to give their opinions on a five – point Likert scale: unimportant, slightly important, neutral, important, very important for all the items of the questionnaires.

Item 1, 2, 3, 4, 5, 6 are relevant to pedagogical skills factor in teacher qualities. Item 7, 8, 9, 10 are concerned with interpersonal techniques. Item 11, 12, 13, 14, 15, 16 are related to personal characteristics. Item 17, 18, 19, 20 are relevant to knowledge in teacher qualities. Item 21, 22, 23, 24, 25 are related professional characteristics.

3.5. Data collection procedure

To measure participants' choices of teacher qualities, data were gathered from the questionnaires' responses. The paper-based version was administered to the selected pre-service teachers. All participant (N = 60; 20 students for each year) were asked to take a survey after their teaching practicum. 60 (100%) completed surveys were collected with an assurance confidentiality.

3.6. Data analysis procedures

The researcher applied quantitative approach with descriptive statistics to conduct this study. After getting information from the questionnaires, the results were calculated with SPSS version 23 to find out the number and the frequency of students' responses, and to be tabulated. The students' answers would be reported and discussed.

IV.   RESULTS AND DISCUSSION

4.1. Results

4.1.1 General perceptions of EFL pre-service teachers on teacher qualities

Table 4.1. Descriptive statistics

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Pedagogical skills	Year 1	20	3.8333	.39736	.08885	3.6474	4.0193	3.00	4.50
	Year 2	20	3.2833	1.43484	.32084	2.6118	3.9549	1.17	5.00
	Year 3	20	4.6750	.26199	.05858	4.5524	4.7976	4.00	5.00
	Total	60	3.9306	1.03393	.13348	3.6635	4.1976	1.17	5.00
Interpersonal techniques	Year 1	20	3.9125	.53358	.11931	3.6628	4.1622	3.00	5.00
	Year 2	20	3.3125	1.48207	.33140	2.6189	4.0061	1.00	5.00
	Year 3	20	4.8250	.21613	.04833	4.7238	4.9262	4.50	5.00
	Total	60	4.0167	1.09879	.14185	3.7328	4.3005	1.00	5.00
Personal characteristics	Year 1	20	3.9500	.52454	.11729	3.7045	4.1955	3.00	4.67
	Year 2	20	3.6083	1.36827	.30595	2.9680	4.2487	1.17	5.00
	Year 3	20	4.7917	.20142	.04504	4.6974	4.8859	4.50	5.00
	Total	60	4.1167	.97777	.12623	3.8641	4.3693	1.17	5.00
Knowledge	Year 1	20	4.2375	.48986	.10954	4.0082	4.4668	3.50	5.00
	Year 2	20	3.6750	1.47813	.33052	2.9832	4.3668	1.00	5.00
	Year 3	20	4.7875	.23333	.05217	4.6783	4.8967	4.25	5.00
	Total	60	4.2333	1.00409	.12963	3.9739	4.4927	1.00	5.00
Professional characteristics	Year 1	20	3.7600	.61422	.13734	3.4725	4.0475	2.80	4.80
	Year 2	20	3.9400	1.36127	.30439	3.3029	4.5771	1.20	5.00
	Year 3	20	4.8000	.19467	.04353	4.7089	4.8911	4.40	5.00
	Total	60	4.1667	.96948	.12516	3.9162	4.4171	1.20	5.00

Professional characteristics						
	Between Groups	12.357	2	6.179	8.172	.001
	Within Groups	43.096	57	.756		
	Total	55.453	59			

Table 4.1 and 4.2 show the general perception of 60 EFL pre-service teachers on teacher qualities. It can be seen that the means of third year students of five factors are higher than the other groups of students. It means that this group gave more positive responses for each factor. From table 4.2 the sig. of 5 factors is smaller than 0.05. Therefore, there are differences between each group of students. These differences will be discussed in the next parts of this chapter.

4.1.2 EFL pre-service teachers' perceptions on Pedagogical skills

Table 4.3 Descriptive statistic for Pedagogical skills

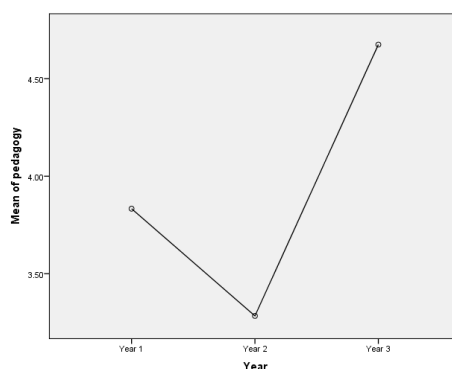|	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Year 1	20	3.8333	.39736	.08885	3.6474	4.0193	3.00	4.50
Year 2	20	3.2833	1.43484	.32084	2.6118	3.9549	1.17	5.00
Year 3	20	4.6750	.26199	.05858	4.5524	4.7976	4.00	5.00
Total	60	3.9306	1.03393	.13348	3.6635	4.1976	1.17	5.00

Figure 4.1. Mean of pedagogy

According to table 4.3 and more clearly in figure 4.1, the answers on Factor 1 – Pedagogical skills of selected students are analyzed in the table. The mean of year 1 students is 3.8333, but with year 2 students, the mean decreases to 3.2833 and the group of year 3 students, the mean is 4.6750.

4.1.3 EFL pre-service teachers' perceptions on Interpersonal techniques

Table 4.4

Descriptive statistics for Interpersonal techniques

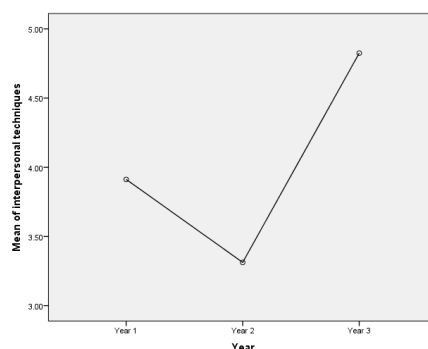|	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Year 1	20	3.9125	.53358	.11931	3.6628	4.1622	3.00	5.00
Year 2	20	3.3125	1.48207	.33140	2.6189	4.0061	1.00	5.00
Year 3	20	4.8250	.21613	.04833	4.7238	4.9262	4.50	5.00
Total	60	4.0167	1.09879	.14185	3.7328	4.3005	1.00	5.00

Figure 4.2. Mean of interpersonal techniques

With factor 2- Interpersonal techniques, the result is showed in table 4.4 and figure 4.2. The mean of year 1 students is 3.9125, like their perceptions on factor 1, the mean of year 2 students is lower than the year 1 students (3.3125), the mean of the year 3 students is higher than the other two (4.8250).

4.1.4 EFL pre-service teachers' perceptions on Personal characteristics

Table 4.5 Descriptive statistic for Personal characteristics

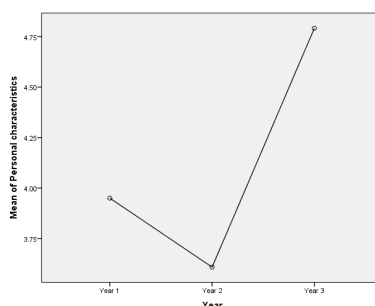|	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Year 1	20	3.9500	.52454	.11729	3.7045	4.1955	3.00	4.67
Year 2	20	3.6083	1.36827	.30595	2.9680	4.2487	1.17	5.00
Year 3	20	4.7917	.20142	.04504	4.6974	4.8859	4.50	5.00
Total	60	4.1167	.97777	.12623	3.8641	4.3693	1.17	5.00

Figure 4.3. Mean of personal characteristics

About the students' view on factor 3- Personal characteristics, table 4.5 and figure 4.3 show that the mean of year 1 students is 3.9500. The mean of year 2 students is 3.6083 and the mean of third year students is 4.7917.

4.1.5 EFL pre-service teachers' perceptions on Knowledge

Table 4.6 Descriptive statistics for Knowledge

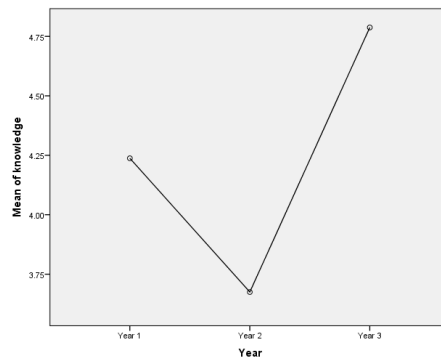|	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Year 1	20	4.2375	.48986	.10954	4.0082	4.4668	3.50	5.00
Year 2	20	3.6750	1.47813	.33052	2.9832	4.3668	1.00	5.00
Year 3	20	4.7875	.23333	.05217	4.6783	4.8967	4.25	5.00
Total	60	4.2333	1.00409	.12963	3.9739	4.4927	1.00	5.00

Figure 4.4. Mean of Knowledge

It is obvious from table 4.1 and figure 4.4 that the means from the view of students on Factor 4 - Knowledge are showed in table 4.1. It can be seen that 4.2375 is the mean of year 1 students, the mean of year2 students is 3.6750 and the mean year 3 students is 4.7875.

4.1.6 EFL pre-service teachers' perceptions on Professional characteristics

Table 4.7 Descriptive statistics for Professional characteristics

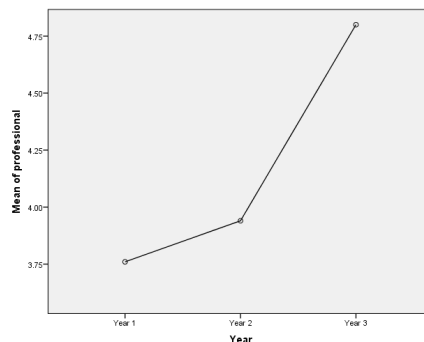|	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Year 1	20	3.7600	.61422	.13734	3.4725	4.0475	2.80	4.80
Year 2	20	3.9400	1.36127	.30439	3.3029	4.5771	1.20	5.00
Year 3	20	4.8000	.19467	.04353	4.7089	4.8911	4.40	5.00
Total	60	4.1667	.96948	.12516	3.9162	4.4171	1.20	5.00

Figure 4.5. Mean of Professional

The last factor of the questionnaire is professional characteristics, table 4.7 and figure 4.5 show that the mean of year 1 students is 3.7600, about the second-year students, the mean is 3.9400, and the mean of third year students is 4.8000. This is the only factor which have the means of students' answer increase in three group of students.
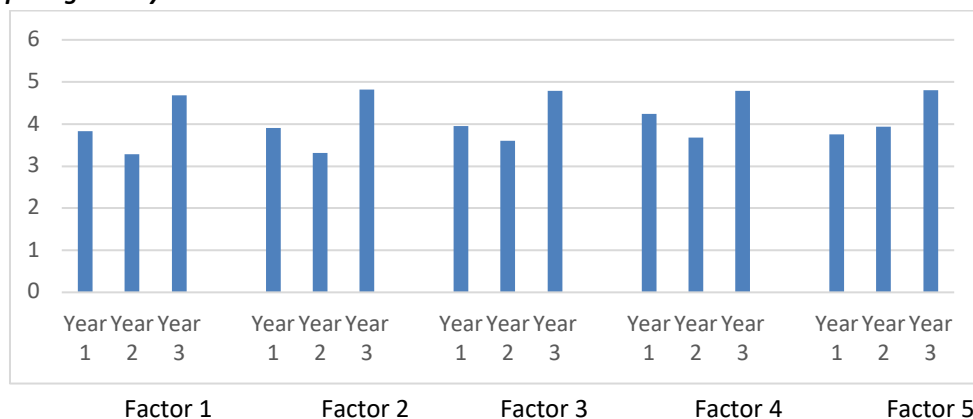
4.1.7 Comparing three years

Figure 4.6. Comparing means of 5 factors

According to table 4.1 and it is clearer in figure 4.6, students of year 3 always have the highest grade for each teacher qualities, the lower means of each factor except factor 5 is first year students' responses and the second-year students give the lowest ranking for each factor, except factor 5. The reasons for their responses will be discuss later.

4.1.8 First year students' responses

Table 4.3 Average view of each first-year student on each factor.

Student No	View on pedagogical skills	View on interpersonal techniques	View on personal characteristics	View on knowledge	View on professional characteristics
1	4.17	4.00	3.50	4.75	4.60
2	4.00	4.00	4.00	4.50	3.60
3	3.67	3.50	4.50	3.75	4.40
4	3.00	3.00	3.17	3.75	3.20
5	3.83	4.50	4.00	3.75	3.60
6	4.33	3.25	3.00	3.50	3.00
7	3.17	3.50	3.50	4.00	3.00
8	3.83	3.50	3.50	4.25	3.20
9	3.67	3.50	4.17	4.25	3.20
10	4.33	4.00	3.33	4.75	3.40
11	3.67	3.50	3.50	3.50	3.60
12	4.17	4.75	4.50	4.25	4.00
13	3.67	4.50	4.00	4.75	4.00
14	3.67	3.50	3.67	5.00	3.60
15	3.50	5.00	4.67	4.75	3.80
16	3.33	4.50	4.17	3.75	4.20
17	4.00	3.75	4.67	5.00	4.60
18	4.50	4.25	4.67	4.00	2.80
19	4.00	3.75	4.33	4.50	4.60
20	4.17	4.00	4.17	4.00	4.80
Average	3.83	3.91	3.95	4.23	3.76

Table 4.3 shows a clearly total view of each first-year student on teacher qualities. These numbers were calculated by SPSS version 26. In the first factor – Pedagogical skills, student number 18 gave the highest

average rank for this factor, that is 4.5, the highest average number of interpersonal techniques is 5.0. With personal characteristics, the highest average number is 4.5 and 5.0 is the highest average number of factor 4 - Knowledge. Factor 5 – Professional characteristics has the highest average number from students' responses is 4.8. In general, the highest average number from all first-year students' responses belong to factor 4 – knowledge, that is 4.23.

4.1.9 Second-year students' responses

*Table 4.4*Average view of each second-year students on each factor

Student No	View on pedagogical skills	View on interpersonal techniques	View on personal characteristics	View on knowledge	View on professional characteristics
21	1.83	2.50	4.67	1.00	5.00
22	1.17	1.00	4.83	3.00	5.00
23	3.67	1.00	1.50	5.00	2.00
24	5.00	4.50	4.67	5.00	5.00
25	4.33	5.00	5.00	5.00	4.80
26	2.50	1.50	1.67	1.00	4.80
27	4.50	4.75	4.00	3.25	4.80
28	4.50	5.00	4.50	4.25	4.80
29	4.83	4.25	4.17	1.00	1.20
30	1.33	4.00	1.17	1.25	1.20
31	4.50	4.50	4.50	5.00	4.80
32	1.17	1.50	1.50	3.50	3.40
33	2.33	2.50	4.00	3.75	3.80
34	2.00	1.50	1.33	4.50	4.80
35	4.33	4.50	4.50	4.50	5.00
36	3.33	2.50	3.33	3.75	4.40
37	3.67	2.25	3.17	5.00	1.40
38	1.17	4.00	4.83	5.00	4.60
39	4.83	4.50	4.50	4.00	3.80
40	4.67	5.00	4.33	4.75	4.20
Average	3.28	3.31	3.60	3.67	3.94

Based on table 4.4, the average number are showed clearly. The second-year students' view on each factor are definitely different from the first-year students' responses. In each factor, the students gave the positive ranking for each item, the highest average is 5.0 for each factor. The total average for Factor 1 - Knowledge is 3.28, the average in total of Factor 2 – Interpersonal skills is 3.31, 3.60 is the total average of Factor 3 – Personal characteristics. Factor 4 – Knowledge has the total average is 3.67 and factor 5 – Professional characteristics has the total average is 3.94. Besides, among 20 students, six students thought Factor 4 – Knowledge is the most important with 5.0 in average of 25 items which is the most among five factors. Factor 1 – Pedagogical skills has one 5.0 in average, Factor 2 – interpersonal skills has three 5.0 and Factor 5 – professional characteristics has four 5.0 in average.

4.1.10 Third-year students' responses

Table 4.5: Average view of each third-year students on each factor

Student No	View on pedagogical skills	View on interpersonal techniques	View on personal characteristics	View on knowledge	View on professional characteristics
41	5.00	5.00	4.83	5.00	5.00
42	5.00	5.00	5.00	5.00	5.00
43	5.00	5.00	5.00	5.00	5.00
44	4.50	5.00	5.00	5.00	5.00
45	4.67	4.50	4.83	5.00	5.00
46	5.00	5.00	5.00	5.00	5.00
47	4.50	4.50	4.50	4.50	4.80
48	4.00	5.00	4.50	4.50	4.80
49	4.50	4.50	4.50	4.50	4.40
50	4.50	5.00	4.50	4.50	4.60
51	4.83	4.75	5.00	5.00	4.60
52	4.50	4.50	4.83	4.75	4.80
53	4.67	5.00	4.67	4.25	4.60
54	4.33	4.75	4.83	4.75	4.80
55	4.83	5.00	4.67	4.75	4.40
56	4.67	4.75	5.00	4.75	4.80
57	4.83	5.00	4.83	4.75	4.80
58	4.50	4.75	4.83	5.00	4.80
59	4.83	4.50	5.00	5.00	4.80
60	4.83	5.00	4.50	4.75	5.00
Average	4.67	4.82	4.79	4.78	4.8

As can be seen from table 4.5, the students gave clearer and more positive responses for each item. As can be seen from the table, there is a maximum choice for each item. The average from students' responses for Factor 1- Pedagogical skills is 4.67, Factor 2 – Interpersonal techniques has the highest average in 5 factors that is 4.82, the average number of Factor 3 – Personal characteristics is 4.79, The average number for Factor 4 – Knowledge is 4.78 and Factor 5 – Professional characteristics is 4.8. Factor 2 – interpersonal techniques also has eleven 5.0 responses among 20 students which is the highest, Factor 1 – Pedagogical skills has 4 maximum responses with 5.0 in average. Factor 3 – Personal characteristics and Factor 5 – Professional characteristics have seven 5.0 responses in average and Factor 4 – Knowledge has eight 5.0 responses in average.

4.1.11 Correlation between five factors

Table 4.6 Correlations

		Pedagogical skills	Interpersonal techniques	Personal characteristics	Knowledge	Professional characteristics
Pedagogical skills	Pearson Correlation	1	.726**	.566**	.498**	.250
	Sig. (2-tailed)		.000	.000	.000	.054
	N	60	60	60	60	60
Interpersonal techniques	Pearson Correlation	.726**	1	.700**	.409**	.343**
	Sig. (2-tailed)	.000		.000	.001	.007
	N	60	60	60	60	60

Personal characteristics	Pearson Correlation	.566**	.700**	1	.420**	.560**
	Sig. (2-tailed)	.000	.000		.001	.000
	N	60	60	60	60	60
Knowledge	Pearson Correlation	.498**	.409**	.420**	1	.358**
	Sig. (2-tailed)	.000	.001	.001		.005
	N	60	60	60	60	60
Professional characteristics	Pearson Correlation	.250	.343**	.560**	.358**	1
	Sig. (2-tailed)	.054	.007	.000	.005	
	N	60	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

According to table 4.6, "Professional characteristics" is a dependent variable, "Pedagogical skills", "Interpersonal techniques", "Personal characteristics" and "Knowledge" are independent variables. It can be seen from table 4.6 that Personal characteristics (Factor 3) correlates strongly with Professional characteristics (Factor 5) with the sig = 0.0 and r = 0.56. The level of correlation between Professional characteristics and Knowledge is weaker with r = 0.35 and the correlation level between Professional characteristics and Interpersonal techniques is very low with r = 0.34.

Having a look at first row, Pedagogical skills is a dependent variable, the independent variable Interpersonal techniques has the strongest correlation with factor 1 with r = 0.72 and sig = 0.0. Factor 3 also correlates with factor 1 with r = 0.56 and sig = 0.0. Knowledge also correlates with Pedagogical skills with r = 0.49 and sig = 0.0. As mentioned above, factor 5 does not correlate with factor 1 because the sig is 0.54 > 0.01.

The table also shows the correlation between the dependent variable (Factor 2 – Interpersonal techniques) and three independent variables, Factor 2 – Interpersonal techniques correlate with Factor 3 – Personal characteristics with sig. = 0.0 and r = 0.7, this level of the correlation between Factor 2 and Factor 3 is higher than the level of correlation between Factor 2 – Interpersonal techniques and Factor 4 – Knowledge with sig = 0.001 and r = 0.409.

The third dependent variable is Factor 3 – Personal characteristics, this variable correlates with Factor 4 – Knowledge with sig = 0.01 and r = 0.42, Factor 3 – Personal characteristics also correlates with Factor 5 – Professional characteristics because sig = 0.0 and r = 0.56.

If Factor 4 – Knowledge is a dependent variable, this factor correlates with Factor 1 – Pedagogical skills, Factor 2- Interpersonal techniques, Factor 3 – Personal characteristics as mentioned above, Factor 4 correlates very low with Factor 5 – Professional characteristics because the sig = 0.05 and r = 0.358.

4.2 Discussion

The purpose of this study was to investigate what EFL pre-service teacher perceive as teacher qualities. With the intent of constructing an instrument which can be used in teacher qualities studies. The analytical techniques used in this study revealed that the perceptions held by the EFL pre-service teachers tend to represent a multidimensional construct. Specifically, 5 factors were emerged: pedagogical skills, interpersonal techniques, personal characteristics, knowledge, and professional characteristics.

To answer the first research question, the first factor identified in the data with six items concerned with pedagogy. For the purpose of the discussion, the result will be referred in this section. From the data, there were a belief that "effective teachers get involved", engage the students, find their interests and know how to be supportive and encouraging. Garritz (2010) suggests that the concept of pedagogical content knowledge should be extended to include the component of emotional understanding. Garritz's (2010) emotional understandings support the pre-service teachers' belief in the link between pedagogical approaches and the teachers' interpersonal characteristics, which they believe influences decision making and impacts on student engagement. The pre-service teachers want to be relevant, understand students, speak their language and show interest in them as individuals, they want to engage with the art of teaching.

The similarity of students in year 1 and year 3 is their view in activity sheets. The pre-service teachers in this study applied what they learnt from their lecturers to practical situations. Using activity sheets or handouts is still considered useful in their teaching practicum or in the theory area of teaching English. Therefore, even though pre-service teachers were more hands-on and practical in terms of pedagogical style, they did not dismiss the use of activity sheets as a pedagogical approach. However, they did not need to view this as the most important technique they would rely on teaching. The pre-service teachers of year 2 and year 3 were thought that they could take more practical approaches to teach EFL students in use this style effectively such as using IT or guiding and monitoring group activities in class.

The next two factor identified from the data were professional and interpersonal characteristics. The pre-service teachers believe that effective pedagogy was very much linked to interpersonal and professional qualities and approaches, initially of the teacher and later on as member of collaborative teamwork in the classroom. For the pre-service teachers, this included showing enthusiasm in teaching EFL learners, showing and expecting respects, being sensitive to students' needs and concern and being willing to share with colleagues. Pre-service teachers identified a positive relationship between interpersonal or professional qualities and pedagogical approaches. The results suggested that for the participants in this study, having effective interpersonal skills was important in developing effective pedagogical skills.

To answer the second research question, for the pre-service in the beginning year, the most important interpersonal technique was showing enthusiasm in teaching EFL students, for this group, being relevant was essential to student engagement, they believe that teachers need to be positive, motivated, and so on. They have to show they are prepared to give it a try. They wanted to be sensitive to students' needs and concerns. Using humor and developing positive relationships were seen as a way to build connections with students, gain their trust, provide attention and build friendships. What was distinct for year 1 was that interpersonal and professional qualities involved "learning from the students", suggesting that in the early year of the degree, the pre-service teachers were basing their ideas on their own schooling experiences, rather than what they learnt at university and therefore, they tended to be more teacher-centered in their thinking.

The difference of year 2 and year 3 students whose had one or two teaching practicums was more collaborative, student- centered. This suggests a deeper understanding of the importance of interpersonal and professional teacher qualities as students reached the end of their degree. Participants in the later years identified interpersonal and professional teacher qualities as the ability to be adaptive. They wanted to motivate and engage students, to show students that they were learners. The pre-service teachers in the later years wanted to earn students' respect, speak to them, speak their language, laugh with them and be empathetic. Hargreaves (1998) states that good teachers are emotional, passionate, being connected with their students and they fill their work and their classes with pleasure, creativity, challenges and joys. Participants of all years discussed the importance of teaching having interpersonal and professional qualities similar to those outlined by Moyles (2007). These include empathy, respect, positive outlook, attitude, approaches and sense of humor. Professional attributes also include organization skills and developing professional relationship.

The third factor identified in the survey was named "personal characteristics". Because all the items were related to teacher's personal qualities in general rather than being specifically related to the classroom climate. As a result, the perceptions of the pre-service teachers in 3 years, a good teacher of English is cheerful, fair, and encouraging. This quality has been mentioned in the American Association of School Administrators (Witcher et al., 2001). Campbell et al., (2004) and Brown (2001), and many other teacher studies, as one of the major characteristics of effective EFL teachers. For the first-year students, being cheerful was the most important, the most important characteristic of the second-year students who had one teaching practicum was being fair in attending all students and the students of year 3 who had two teaching practicums chose being able to communicate with uninterested students was the most important. The results implied that having good personalities is very important. This is compatible with Brown' (2001) belief reflected in his list of characteristics of good language teacher and in American Association of School Administrators report. The personality factor is one of the categories which is proposed for the quality of good teachers.

The next major effectiveness factor identified in the present study was named "knowledge". While the identification of this factor has been reported by many language and non-language learning studies, it has been given different weight by different sample. For example, in Witcher et al.'s (2001) study, knowledge of subject has occupied the last place in the perceptions of pre-service teachers. In Brown's (2001) characteristics of good language teachers, however, technical knowledge was place on top of the list, it means knowledge is the most crucial for teachers to be considered as a good teacher quality.

In chapter 3, there is a general view of 60 EFL pre-service teachers on teacher qualities. For Factor 1 – Pedagogical skills, Factor 2 – Interpersonal techniques, Factor 3 – Personal characteristics and Factor 4 – Knowledge, there is the same in all students' responses. When comparing the means between these factors, the means of second year students are lower than the other groups of students. This is understandable because the first-year students' curriculum is basic subjects such as listening, speaking, reading, and writing. Therefore, first year students do not have enough perceptions on teacher qualities from their experiences. In the second academic year of students, they start to study the subject about teaching methodology. This subject helps them earn knowledge about teaching and they have chances to practice teaching skills. Moreover, in the third academic year, students study more subjects about teaching methodology as well as they have a six – week teaching practicum which is considered crucial for pre-service teachers. As a result, third year students gave clearer and more positive responses for each item of the questionnaire. The means of these responses are also higher than the previous two years students. Yuan & Lee's (2014) indicate that practicum experiences play an important role in re-shaping pre-service teachers' perceptions, these studies put similar results with the current study.

These results also indicate that first-year students and second-year students agreed that the following qualities that an EFL teacher must have: using technology in teaching, using the internet to improve on teaching methodology, speaking English fluently, studying about new teaching methods. These qualities belong to Factor 4 – Knowledge. As it is drawn that after involving a real teaching environment with real students, participants' perception about the required qualities were significantly different. They began to mention these qualities: encouraging confident and responsibilities, being sensitive to students' needs and concerns, showing enthusiasm in teaching EFL students, showing and expecting respects. These results are in line with Seymen's (2012) results, which emphasized that pre-service teachers perceive a professional teacher who is facilitator, controller, resource of information and a guide for students to help them discover themselves.
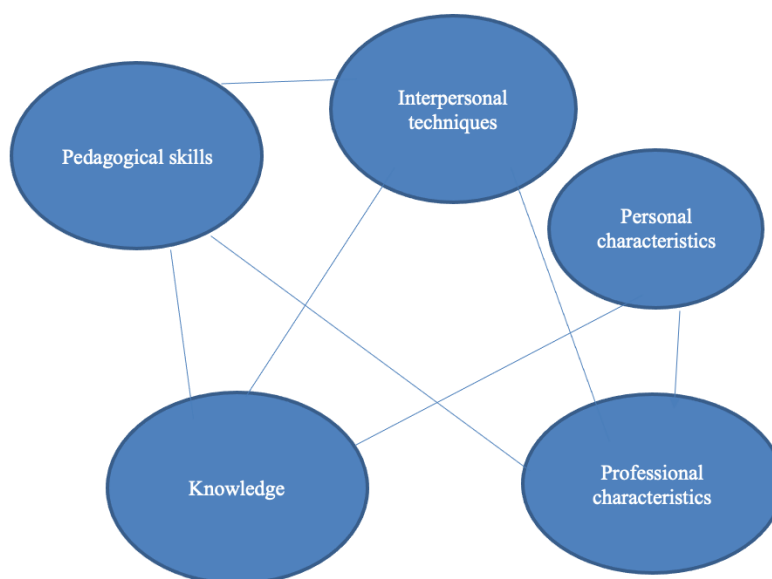

Figure 4.7. Correlations

Based on figure 4.7 and table 4.6, the third research question was answer. The students identified the relationship between interpersonal techniques and pedagogical skills, interpersonal techniques and knowledge, interpersonal techniques and professional characteristics. The relationship between pedagogical skills and knowledge, pedagogical skills and professional characteristics, knowledge and personal characteristics, personal characteristics and professional characteristics are identified. The results suggest that for the participants in this study, having effective interpersonal techniques was important in developing effective pedagogical skills, hence be positive correlation. It is referred from the results that interpersonal techniques play an important role in contributing to teacher effectiveness. Established research supports the research finding on the value of interpersonal and professional qualities, suggesting that teacher effectiveness is linked to a combination of professional characteristics, classroom climate and teaching skills. Similarly, effective teachers place a high value on personal growth, are lifelong learners and include an element of care and respect in their teaching (Brighouse & Wood, 2000). As such, it is plausible to imply that interpersonal skills and enthusiasm for teaching can directly influence teacher effectiveness and teacher outcome (Darling – Hammond et al., 2006).

V. CONCLUSION

5.1 Contributions and implications of the research

This research provides new insights and greater understanding of pre-service teachers' perceptions on the teacher qualities they value and will contribute to the discourse in teacher education, particularly at DNU. This includes understanding of the changes that occur for pre-service teachers over time and the factors that may be influencing these changes. This research additionally acknowledges that pre-service teachers bring many believes into their course. The findings gained in the study provide greater recognition of the need to understand the changing perceptions of the pre-service teachers in the planning, timing and scaffolding of learning offered to the pre-service teachers. This will allow practitioners to capitalize on student learning at important points in the time when the pre-service teachers are reflecting, reviewing and reconstructing ideas.

This study contributes a deeper understanding of the pre-service teachers' perception on teacher qualities at a time when the students' voice is rarely heard in the literature. This research signals the need for the further exploration of pre-service teachers' developing perceptions and the beliefs they bring into teacher education courses. In particular, teacher education needs to provide opportunities to learn from pre-service teachers so as to better design and develop teacher education programs; more suited their existing and changing perceptions of pre-service teachers. A deeper understanding of the preconceptions of the pre-service teachers would enable teacher educators to capitalize on pre-existing views and develop idea around the qualities that pre-service teachers valued. Teacher education programs can be pitched and scaffolder to best suit the needs of the group, gaining an understanding of existing perceptions on which new ideas and beliefs can be built. It is important to develop a greater understanding of the factors that influence the pre-service teachers' belief systems, particularly the role that teacher educators and teacher mentors play in reinforcing particular value systems. This understanding has implications for the scaffolding of the pre-service teachers' learning experiences with particular acknowledgement of those points in the time when pre-service teachers are engaged in reflection and reconstructing of ideas.

At a time when a culture of teacher education accountability, particularly in terms of the assessment and accreditation of beginning teachers is dominant, this investigation addresses a notable gap in the discourse. This research highlights the need to consider the voice of pre-service teachers in terms of establishing guidelines for practice in teacher education. It is imperative to find ways that the perceptions of the pre-service teachers can be used to inform and shape not only course design but the prevailing discourse of how the pre-service teachers develop into effective classroom teachers.

5.2 Recommendation

Despite the significant understandings of the pre-service teachers' perceptions of teacher qualities found in this study, there remains a need for intensive research to occur in this field. It is important that

teacher education discourse continues to build upon the idea found in this inquiry in order to find ways to incorporate the view and beliefs of pre-service teachers when planning teacher education course. In this way, teacher education programs will be better able to prepare pre-service teachers for teaching and realities of teaching. Future areas of study should also include the changing perceptions of the beginning teachers beyond formal study, what has changed for them, how they well - prepared they are and how they can be supported as early career teachers.

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