THE RELATIONSHIPS BETWEEN THE CONCEPTS OF TEACHERS AND STUDENTS IN GIRLS' HIGH-SCHOOLS CONCERNING THE "IDEAL STUDENT" AND THE "IDEAL TEACHER"

by

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Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut - Lebanon

June, 1960

CONCEPTS CONCERNING "IDEAL STUDENT" AND "IDEAL TEACHER"

Anabtawi

To My Parents

who sacrificed so much...

ACKNOWLEDGEMENTS

I wish to offer my deep thanks and gratitude to Professor L.P. Cajoleas, Chairman of my thesis committee, under whose guidance this study has been carried out. It was due to his many constructive suggestions and ideas, encouragement and friendly help, that I was able to complete this study.

It is also a pleasure for me to express my deep appreciation to Professor F.R. Korf, Acting Chairman of the Department of Education, and member of my thesis committee, who generously gave much of his valuable time and energy to help me treat the statistical data involved in the research.

I am also indebted to Professor F. Antippa for her help and guidance in translating the test instrument into Arabic and to Professor P. Najarian for her valuable suggestions in refining it.

I must also thank Miss Nadia Issa, Mr. George Matta and Mr. Bassam Anabtawi for helping me proof-read the enormous amount of calculations that had to be done, and Mr. F. Kent, the University Librarian, for lending me his calculating machine and teaching me how to use it.

Finally, I must thank the principals of the Ahliah School, the Tareek al-Jadida Public School, and the National Evangelical School for their cooperation in the administration of the test items, and the teachers and students who participated in taking the test.

ABSTRACT

The purpose of the study was to find out from High School girl-students and their teachers what qualities, traits, and characteristics they think constitute the "ideal teacher" and the "ideal student". The findings may be used by teachers as one source of information to help improve the quality of their teaching and their relationships with their students. They may also be used to clarify central points and potential areas of tension that may exist between student and teacher.

The method used was first to compile a free response list from students and teachers as to the qualities that make the "ideal" student and teacher. These qualities were checked against each other, added to, and condensed to form a final number of thirty traits for each: the ideal student and the ideal teacher. The population studied was to divide each thirty traits to three groups to signify the "most important", "important" and "least important" traits. The most important traits they were asked to rank according to their importance. The items on the test covered six general traits of the "ideal teacher" and six general traits of the "ideal student". The population studied ranked these traits according to their importance.

The population studied consisted of one hundred and nineteen Lebanese High-School girl-students between ages 12-15 from three types of educational systems in Beirut: The Tareek al-Jadida School,

the Ahliah School and the National Evangelical School. The teachers were the full time female-teachers in the above mentioned schools. Twenty teachers with varying teaching specializations and experience, with an age range of eighteen to thirty, were taken.

The findings show that the following traits were significantly more often than not selected by students as the "most important" traits that make the "ideal teacher":

1. Is fair in grading and in dealing with students. Does not favour one over the other.
2. Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong.
3. Explains clearly and to the point.
4. Makes the lesson interesting - stimulates us to think, brings interesting material from outside the book.
5. Plans and prepares for our lesson - organizes the subject so that we can see the development easily.
6. Has control over the class. Keeps it in order without shouting.
7. Is punctual (a) in coming to class (b) in returning papers.
8. Does not scold all the time - has a well controlled temper.
9. Gives satisfactory homeworks - not more than we can do and not all at one time.
10. Is enthusiastic about learning.

The following traits were the ones significantly more often chosen than not by teachers as "most important": in constituting the "ideal teacher":

1. Plans and prepares for... lessons - organizes the subject so that /students/ can see the development easily.
2. Explains clearly and to the point.
3. Knows well the subject she teaches.
4. Makes the lesson interesting - stimulates us to think, brings interesting material from outside the book.
5. Has control over the class - keeps it in order without shouting.
6. Has poise and self confidence.
7. Is enthusiastic about teaching (likes to teach)
8. Is fair in grading and in dealing with students. Does not favour one over the other.
9. Does not pretend to know everything - admits that she does not know when she does not.
10. Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong.

As to the traits that make the "ideal student", the following traits were significantly more often chosen than not as "most important" by students:

1. Is attentive in class.
2. Follows the laws and regulations of the school.
3. Knows her lessons well.
4. Is enthusiastic about learning (likes to learn)
5. Demands good work from herself - Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly.
6. Is friendly and is patient kindly and sympathetic.

7. Does not memorize her lessons. Tries to understand meanings and relationships instead.
8. Is quiet in class.
9. Is punctual (a) in coming to class and (b) in giving in homeworks.
10. Prepares her assignments - Asks questions about what she does not understand.

The following traits were found to be significantly more often selected than not by teachers as "most important for the "ideal student":

1. Is enthusiastic about learning (likes to learn)
2. Demands good work from herself - Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly.
3. Is attentive in class.
4. Is punctual - (a) in coming to class and (b) in returning papers.
5. Has poise and self-confidence.
6. Does not memorize here lessons. Tries to understand meanings and relationships instead.
7. Knows her lessons well.
8. Is intelligent - is quick in understanding and learning.
9. When discussing in class or writing her homework she relates the subject to what she has already learnt in class, to other subjects and to present events.

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INTRODUCTION

The teacher's relationship with his pupils has no parallel in other professions. His services are performed for a group which has little or no power over his academic status. He enjoys a unique professional protection which is hard to find in other professions. While it is true that his students judge him one way or another yet only in serious and extreme cases do their opinions hinder his professional status.

Tradition has regarded students' opinions concerning teaching and its efficiency as immature and biased judgments. But now, more and more, educators are emphasizing the importance of students' concepts about their teachers. No matter how immature and biased their judgments are, they contribute something to the teaching situation. Teaching is not one-sided. The teacher deals with human beings and even though he may exercise control over them in the classroom situation he cannot separate their "beings" from their personal biases prejudices and gratifications. Each student brings to the class his own needs, habits, customs, behavioral patterns and cultural as well as individual values which colour the role he plays in the classroom situation and affect his relationship with his teachers and other students. His ideas on "good" teaching and "ideal" teaching characteristics are

as integral a part of a teacher's daily routine as any other. The teacher may attempt to ignore them or to run away from them but it is clear that his effectiveness as a teacher can be better gained through a recognition of his students' opinions. Their definition of the ideal teacher are, perhaps, as important as his skills as a teacher.

But these definitions may differ. What is considered "good" by one might not be considered as such by another. What a student considers as constituting the "ideal" teacher or the "ideal" student might not be considered as such by his classmates or teachers. He might find himself aspiring to be the sort of person with traits his teacher does not wish he would eventually possess or his teacher might evaluate him in the light of a criterion he sets for him.

The purpose of this study is to find out if students and teachers agree in their concepts of the "ideal student" and the "ideal teacher" and the degree of agreement or disagreement that may exist.

A systematic means of finding out what the teacher and student consider as being the ideal teacher and student can act as a mirror through which student and teacher may view themselves and can be used to improve the quality of teaching. The findings may be utilized to clarify central points and potential areas of tension that may exist between student and teacher. They may also be viewed by the teacher as a kind of stimulation and criticism directed toward increasing his

competence as a teacher. A teacher in most cases believes himself to be a "good" teacher and has confidence in his professional ability - which is understandable as one of the essentials for mental health. But this stereotype of himself is not always perfect and needs constant revision. He must therefore examine his personality traits, method of instruction, knowledge of the subject matter and relationship with students and fellow teachers in the light of how his students see him. For these reasons the study seeks to classify and rank the qualities students and teachers think constitute the "ideal" teacher and the "ideal" student.

Questions Studied

1. What qualities, traits and capacities do high-school girl students between the ages of twelve to fifteen think comprise the "ideal teacher" and the "ideal student"?
2. What qualities, traits and capacities do high-school female teachers think comprise the "ideal teacher" and the "ideal student"?
3. Is there any agreement or disagreement between high-school girl-students and their teachers in their conception of the "ideal teacher" and the "ideal student"? To what degree?
4. How do high-school girl-students rank in importance the qualities they think are found in the "ideal teacher" and the "ideal student"?
5. How do high-school female teachers rank in importance the qualities they think are found in the "ideal student" and the "ideal teacher"?

6. How do high-school girl-students and their teachers rank in importance the general attributes that are found in the "ideal teacher" and the "ideal student".
7. Is there any agreement or disagreement between the students' concepts and the teachers' concepts of the "most important" traits and the "most important" general attributes found in the "ideal teacher" and the "ideal student"?
8. Does difference in age, school, and educational level of parents affect students' conception of the "ideal teacher" and the "ideal student"?
9. Does difference in school and teaching experience affect teachers' concepts of the "ideal" teacher and student?
10. Do high-school girl-students and their teachers think that the qualities which make the "ideal student" are similar to those which make the "ideal teacher"?
11. Do high-school girl-students and their teachers choose, or rank high in importance, the qualities found high on similar studies in the United States?
12. What implications and suggestions may this study have for high-school teachers? What suggestions can be made for further research?

Nature of the Population Studied

A sample of one hundred and nineteen Lebanese high-school girl-students from three types of educational systems in Beirut comprise the population studied. Thirty-four were taken from the Tarik al-Jadida Girls' Public School which follows the syllabus of the Ministry of Education: forty-three from the

Ahliah School whose system and program may be briefly described as a combination of French and English; and forty-two from the National Evangelical School which follows an American type of education adapted to the needs of the Lebanese culture. The average age[1] of the student sample was 13.6 and the age range was from twelve to fifteen.

A sample of twenty female teachers with an average age of 23.8 and an age range of eighteen to thirty was taken from the above mentioned schools. They are all full-time teachers with varying teaching specialization and experience. Except for three other teachers who either refused to take the test or had mechanical errors in their response, they constitute all the full-time female high-school teachers found in the three schools.

The three schools were chosen because they represent three types of educational systems found in Beirut. Students from each school were taken together during one class period and were given the test. But the teachers were interviewed individually during school breaks and free hours or in their homes.

Method of Study

A pre-test was given to thirty-two high-school girl-students in which they were asked to compile a free response list of the qualities they thought comprised the "ideal"teacher. These qualities were checked against each other and each item was written on a separate card. The cards were shown to seven

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[1] Throughout the thesis age is given to the nearest earlier on birthday .

high-school female teachers during personal interviews. They were asked to add any additional items they thought the cards had missed. The result was a number of forty-five traits which were shown again to the same seven high-school teachers and to five students to select the "most important" thirty traits. According to the frequency of selection, thirty cards were taken to be used in the study for students and teachers to choose and rank according to their conception of the "ideal teacher".[2]

The items for studying the "ideal" student were primarily based on those given to measure the "ideal teacher", Changes were made - as seemed appropriate - to invert the teacher's role of instruction to the student's role of learning. Later on a similar procedure was carried out to increase their number and finally to select thirty items which were considered representative of characteristics of the "ideal student".

The items on the test covered the following general attributes, traits, qualities or characteristics: appearance, personal qualities, skill in instruction, knowledge of subject-matter, relationship with students and relationship with other teachers for the "ideal" teacher; and appearance, personal qualities, behavior in class, knowledge of lessons and relationship with other students and with teachers for the "ideal" student.

Preliminary to the test was an introductory part in which each student respondent was asked to indicate her age,

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[2] See Appendix A

school and educational level of parents and each teacher respondent was asked to indicate her age, school and teaching experience.

In the first part each student and teacher was given a pile of thirty cards - each card bearing one of the items describing the ideal teacher. They were asked to divide them into piles of ten to represent the qualities they thought were "most important", "important", and "least important". The ten "most important" traits they were instructed to rank according to their degree of importance. After finishing with them they received a pile of six cards on which were written the general traits that make the ideal teacher. These they had to rank according to their degree of importance.

The third and the fourth part were similar to those of the first and second except that the traits[3] were for the ideal student rather than for the ideal teacher.

The responses were translated into code forms on separate sheets - each one representing a respondent's answer with his identification sheet attached. Care was taken to discard all responses that had any mechanical errors in them. These responses were analyzed by methods which will be discussed in other chapters.

Chapter One will discuss the students' "ideal" teacher and student, Chapter Two the teachers' "ideal"teacher and student, and Chapter Three the relationship between students' and teachers'

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[3] See Appendix B.

concepts. Chapter four will be a summary of the findings with questions raised and suggestions given.

CHAPTER I

STUDENTS' CONCEPTS OF THE IDEAL TEACHER AND THE IDEAL STUDENT

The role a teacher plays in the classroom depends upon many factors not necessarily directly related to his skill in instruction. In the Commonwealth Teacher Training Study, Charters and Waples list a thousand and ten qualities desirable for effective teaching, a hundred and twenty-two of which were classified under "classroom instruction". This shows that the total job of teaching includes numerous activities and the teacher's role is multiple and not limited to "teaching subject matter" and "teaching students to study."

All these traits constituting an effective teacher can be placed under general categories. For the purposes of this study the following general categories are used: the teachers skill, her knowledge of the subject matter, her personal qualities, her relationship with students and teachers and her personal appearance. Teachers differ in their emphasis upon one or the other. Which is considered more important, knowledge of the subject matter or a teacher's relationship with her pupils? Skill in instruction or personal qualities?

Students' "Ideal" Teacher

In order to throw some light upon students' attitudes regarding these general categories or attributes of teaching, one hundred and nineteen high-school girl-students were asked

to rank these attributes according to their importance. The following table gives these general attributes according to their rank and the average score each received. The score from one to six was assigned. If an attribute was ranked first on the list it received a score of one; if it was ranked second; it received a score of two, and so on. Therefore the lower the average score , the more important the trait . .

TABLE I

Students' Ranking of the General Traits that Make the Ideal Teacher

Rank	Attribute	Average Score
1	Skill in instruction	1.722
2	Knowledge of the subject taught	2.470
3	Personal Qualities	3.243
4	Relationship with students	3.462
5	Relationship with teachers	4.596
6	Personal appearance	5.377

From the above table it is quite evident that the students in the population tested regard skill in instruction as the "most important" attribute of the effective teacher. They want a teacher who has the necessary skills, procedures and techniques to provide for motivation, interest and reflective thinking. According to them knowledge of subject-matter comes second in importance. Yet, while they want a "skilled" teacher,

they still demand one who has a high level of scholarly competence.

It is interesting to note - though it may be understandable - that students ranked a teacher's relationship with her students higher than her relationship with other teachers while they ranked personal appearance as lowest on the ranking list.

When it come to specific traits that are found in the "ideal" teacher and their selection into the "most important", "important" and "least important" piles, the most frequently chosen trait was "Is fair in grading and in dealing with students. Does not favour one over the other". Out of one hundred and nineteen opportunities, it was placed ninety-six times into the pile of the "most important" ten. Had there been only chance operating in the placement of the item among the "most important", "important" and "least important", it would have been chosen about thirty-nine[4] times in every pile.

In this particular item, students are definitely in favour of choosing it more often in the "most important" pile and the Chi-Square value is 120.9 which is significant even at the .001 level of significance. This means that such disproportions could result from sampling fluctuations from a non-disproportionate population only once in a thousand experiments of this kind. This trait - "Is fair in grading

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[4] Expected frequency = 39.67

and in dealing with students. Does not favour one over the other" - was also ranked as the first among the pile of the "most important" ten.

The ten traits which followed in rank according to the score they were given and which were significantly more often chosen,[5] at the .01 level of confidence in the "most important" pile are given in the following table:

TABLE II
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Students' Selection and Ranking of the Most Important Traits of the Ideal Teacher

Rank	Traits	Score
1	Is fair in grading and in dealing with students. Does not favour one over the other.	329
2	Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong.	316
3	Explains clearly and to the point.	303
4	Makes the lesson interesting - stimulates us to think, brings interesting material from outside the book.	287
5	Plans and prepares for our lesson - organizes the subject so that we can see the development easily.	282

[5] Throughout the thesis, the words significantly more often chosen indicate that the Chi-square test was applied and that the disproportion was found to be significant at the .01 level. This means that chance factors can produce such a bias only once in 100 such experiments when in fact there is no disproportion in the population represented by the sample. In other words, significantly more often chosen than not chosen is the expanded meaning of the words significantly more often chosen, and it may be said that a trait so chosen by the sample represents a trait which a disproportionately high percentage of students in the whole untested population would have chosen in the same way.

TABLE II (Contd.)

Rank	Traits	Score
6	Has control over the class - keeps it in order without shouting.	275
7	Is punctual (a) in coming and leaving (b) in returning papers	264
8	Does not scold all the time - has a well - controlled temper .	263
9	Gives satisfactory homeworks - not more than we can do and not all at one time.	261
10	Is enthusiastic about teaching .	253

It is clear that students place the emphasis upon skill in instruction and then personal qualities. Out of the ten items significantly more often chosen as"most important" more than five are concerned with the methods and techniques of teaching. Students want a teacher who invites questions and discussions, explains clearly, returns papers on time, prepares for the lessons, interests students and gives satisfactory homework. They also want a teacher who has "desirable" personal qualities such as punctuality, enthusiasm for teaching, control of temper and control over the class.

Two more traits were selected as "most important" but were not significantly more often chosen at the .01 level of confidence. However they are significantly more often chosen at the .05 level. These traits are: "Is patient kindly and sympathetic" and "is strict in grading and in demanding good, neat and orderly school work".

The least important trait which got the lowest score was "Is good looking". Other traits which ranked low and which were significantly more often chosen as "least important" are as follows:

1. Has a smiling face.
2. Has a pleasing appearance - dresses attractively, neatly and in good taste.
3. Shows loyalty to the school and interest in its problems.
4. Is friendly - but not familiar.
5. Does not ask questions to trap students.
6. Is intelligent.
7. Does not pretend to know everything - admits that she does not know when she does not.

It is important however to consider not only the traits which were significantly more often chosen as "most important" and "least important" but also those "presumably" desirable traits which had a divergence of opinion regarding them. These traits were not significantly more often chosen into any one of the three piles when the Chi-square test was applied. However this does not mean that they are non-important. It only means that students' opinions were not biased towards considering them consistently "most important","important" or "least important". The following are these traits:

1. Has poise and self confidence - is sure of herself.
2. Helps us with our personal problems.
3. Relates the lesson to old ones, to other subjects, and to present events.

4. Does not decrease our grades or marks when we misbehave, does not threaten us.
5. Helps us in our school work outside class.
6. Is understanding and appreciates our individual needs.
7. Knows well the subject she teaches.
8. Has a sense of humour - enjoys good jokes even at her own expense but has a sense of proportion (that is: she knows when to joke and when not to)
9. Is open-minded, accepts differences,is tolerant, does not try to impose her personality on her students.

The three different schools of the population show little variation in their selection of the qualities that make the "ideal teacher" in the "most important", "important" and "least important" piles. There was general agreement in ranking the general traits that make the "ideal teacher".[6] However when it came to the specific traits there were a few differences. "Has poise and self confidence, is sure of herself" was significantly more often chosen as "most important" by students of the Ahliah School and was ranked fifth in its total score. On the other hand, students from the Tareek al-Jadida Public School and the National Evangelical School significantly more often chose it as "least important" and it was ranked the 25th and the 20th by its total score. Students from the Ahliah differed also from the other two schools in their selection

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[6] For their rankings see Table I on p. 10 which gives the ranking for all the population.

of "Is open-minded, accepts differences, is tolerant, does not impose her ideas on the student". They significantly more often chose it as "most important" while students from the Public School and National Evangelical School significantly more often chose it as "least important".

"Has a sense of humour - enjoys good jokes even at her own expense but has a sense of proportion" was significantly more often chosen by the Public School and the Ahliah School as "least important" while students from the National Evangelical School significantly more often chose it as "most important". Both students of the National Evangelical School and the Ahliah significantly more often placed the following two traits into the "least important" group while they were significantly more often chosen by the Public School into the "most important" group. These are:

1. Relates the lesson to old ones, to other subjects and to present events.
2. Helps us with our personal problems.

Different age groups of the population were also relatively similar in their selection and ranking of the traits that make the ideal teacher. The only deviation from the general pattern of ranking of the general traits[7] which all age groups showed was by the twelve and the fourteen year olds. Twelve year olds ranked in importance the teacher's relationship

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[7] The general pattern of ranking is like Table 1 on p.10.

with other teachers above her appearance. On the other hand fourteen year olds ranked in importance her personal qualities above her relationship with students.

In regard to the specific traits that make the "ideal teacher", "Does not scold all the time, has a well-controlled temper" ranked sixth in its score by the age group of fourteen while it ranked the twenty-ninth by the age group of fifteen. "Is open-minded, accepts differences, is tolerant, does not try to impose her ideas upon her students" was significantly more often selected by fifteen year olds as "most important" but was significantly more often chosen by twelve year olds as least important. "Has a sense of humour, enjoys good jokes even at her own expense but has a sense of proportion" was significantly more often chosen as "most important" and ranked sixth in its score by twelve year olds while the three other age groups ranked it low and significantly more often chose it as "least important". The only age group which significantly more often chose the trait "Relates the lesson to old ones, to other subjects and to present events" as "most important" while the others chose as "least important" was the thirteen year old group.

The student population was also studied in relation to the educational level of parents.[8] Each student received a score ranging from zero to ten depending upon the educational level of both her parents. The average educational level of parents for the whole population was 3.8 which is approximately equivalent to both parents receiving secondary education or one parent receiving university education (up to the B.A.) and

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[8] For details of scoring see Appendix C.

another elementary education. The study group was then divided into two sub-groups: those with a high educational level of parents and those with a low educational level of parents.

It was found that there was no significant difference between students with a low educational level of parents and students with a high educational level of parents in selecting and ranking the general attributes and the specific traits that make the ideal teacher.

Students' Ideal Student

In their ranking of the general traits that make the ideal student, students hold that a student's behavior in class is the most important general attribute of all those given. Knowledge of lessons ranked second in importance while appearance was ranked the last. It is interesting to note that a student's relationship with her teachers ranked higher in its importance than her relationship with other students which is opposite to what students ranked regarding the ideal teacher. The following table gives the rank order.

TABLE III

Students Ranking of the General Traits that Make the Ideal Student

Rank	Traits	Average Score
1	Behavior in class	2.369
2	Knowledge of lessons	2.537
3	Personal Qualities	2.949
4	Relationship with teachers	3.764
5	Relationship with other students	3.857
6	Appearance	5.352

In selecting the specific traits that make the "ideal students", the trait which was significantly more often chosen as "most important"- with a Chi-square of 70.90, even significant at the .001 level - and which ranked first in its score was "Is attentive in class". The second in rank was "Follows the laws and regulations of the school". The following table gives the list of the traits which were significantly more often chosen as most important in constituting the ideal student:

TABLE IV

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Students' Selection and Ranking of the Most Important Traints of the Ideal Student

Rank	Traits	Score
1	Is attentive in class	308
2	Follows the laws and regulations of the school	292
3	Knows her lessons well	286
4	Is enthusiastic about learning (likes to learn)	282
5.5	Demands good work from herself - Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly.	275
5.5	Is friendly and is patient kindly and sympathetic	275
7	Does not memorize her lessons. Tries to understand meanings and relationship instead.	269
8.5	Is quiet in class.	265
8.5	Is punctual (a) in coming to school (b) in giving in her homeworks	265
10	Prepares her assignments - asks questions about what she does not understand.	259

Another trait which was significantly more often chosen in the "most important" group but which did not rank high was "Has poise and self-confidence. She is sure of herself."

The trait significantly more often chosen as "least important" and ranking the lowest by its score was "Is good looking". Second and third by "lownes" of score came "Is good at sports" and "Has at least more than one hobby". Other traits found significantly more often chosen as "least important" were:

1. Does not expect favorable treatment - that is she does not try to get higher grades or to win the approval of the teacher by indirect means.
2. Has a smiling face.
3. Has a pleasing appearance - dresses attractively neatly and in good taste.
4. When discussing in class or writing her homework she relates the subject to what she has already learnt in class, to other subjects and to present events.

There were a number of traits which when the chi-square test was applied showed that they were not significantly more often placed into any one of the three piles. This does not mean that they are unimportant but that students' opinions about them rather evenly covered the range of "most important", "important" or "least important". These traits are:

1. Shows loyalty to the school and interest in its problems.
2. Does not pretend to know everything (in front of the teacher

or her classmates). Admits that she does not know when she does not.

3. Gets along with her friends - knows when to be a leader and when a follower.
4. Has a well-controlled temper, knows how to take criticism.
5. Is intelligent - is quick in understanding and learning.
6. Recites clearly and to the point.
7. Has a sense of humour - enjoys a joke even at her own expense, but knows when to joke and when to be serious.
8. Is open-minded, tolerant, accepts differences of opinion, does not impose her personality upon her classmates.

Except for students of the Ahliah who ranked a "student's relationship with other students" above her "relationship with her teachers" there were no differences among schools in ranking the general attributes that make the ideal student. However, in the selection of the specific traits, there were a few differences.

"Is quiet in class" ranked second by its score by students of the Public School and seventh by the National Evangelical School while it ranked the twentieth by students of the Ahliah. "Does not memorize her lessons. Tries to understand meanings and relationships instead" ranked the third by Public School students and 6.5 by the students of the National Evangelical School. On the other hand it ranked the sixteenth by students of the Ahliah.

Students of the Tareek al-Jadida Public School significantly more often chose "Is open-minded, tolerant, accepts

differences of opinion..." and "Helps her classmates in personal matters" in the least important pile while students of the Ahliah chose them in the "most important" pile. The Public School students also significantly more often chose "Is intelligent - is quick in understanding and learning" as most important but students of the National Evangelical School significantly, more often chose it as least important.

Different age groups showed some differences in ranking the general traits that make the ideal student. All age groups ranked a student's behavior in class above all other general traits in importance except age group thirteen who placed her "knowledge of lessons" higher. Age group thirteen also ranked a student's relationship with other students higher than her relationship with her teacher - which is different from what all other age groups ranked. Age group fifteen ranked a student's relationship with her teacher higher than other age groups. "Knowledge of lessons" was ranked the lowest by age group of twelve who considered "personal qualities" above it in importance.

Age twelve significantly more often chose "Has a sense of humour - enjoys a joke even at her own expense, but knows when to joke and when to be serious" in the "most important" pile but the trait was significantly more often chosen in the "least important"pile by age group fifteen and thirteen. Punctuality in coming to school and in giving in homeworks was significantly more often selected as "most important" by all age groups except age group twelve, who significantly more often

chose it as "least important". "Is intelligent - is quick in understanding and learning" was ranked high (tenth in importance) and was significantly more often chosen as "most important" by age groups twelve and thirteen, but was significantly more often selected as "least important" by age group fourteen and was ranked low (twenty-first in importance) by the same age group. "Helps her classmates in personal matters" was significantly more often selected in the "most important" pile by age group thirteen while age group fourteen significantly more often chose it in the "least important" pile.

There were a few differences between students with a high educational level of parents and students with a low educational level of parents in selecting the specific traits that make the ideal student. Students with a low educational level of parents significantly more often chose "Is intelligent - is quick in understanding and learning" and "Is quiet in class" in the "most important" pile but students with a high educational level of parents significantly more often chose them in the "least important" pile. Students with a low educational level of parents also significantly more often chose "Has a sense of humour - enjoys a joke even at her own expense but knows when to joke and when not to" in the "least important" pile while on the other hand students with a high educational level of parents significantly more often chose it in the pile of "most important" traits.

The picture students constructed of their ideal teacher

and student is "most important" for effective teaching. Rightly or wrongly students approach the classroom situation with certain motivations, ideals and expectations regarding the role they play and the teacher plays within that framework. Finding them out means that the teacher can gain insight into and an understanding of the teaching - learning situation.

CHAPTER II

TEACHERS' CONCEPTS OF THE IDEAL TEACHER AND STUDENT

In the previous chapter students' concepts of the "ideal" teacher and student were studied. But since teaching is a reciprocal process which involves both student and teacher, teachers' opinions were taken on the "ideal teacher" and the "ideal student". Twenty High-School female and full-time teachers were taken from the three school systems studied - seven each from Ahliah and the Tareek al-Jadida Public School and six from the National Evangelical School.

Of the twenty teachers, seven were graduates of the Lebanese Teacher's Training College, two of Jerusalem Girls' College (a High-School) one of College Protestant (a High-School), five of Beirut College for Women, four of the American University of Beirut, and one Baccalaureat holder did not identify the institution at which she received her training.

Teaching experience varied. The average years of experience were 4.31 years and the range was from three months to eighteen years. Four of the teachers were married and sixteen were single. Their average age was 23.8 years and their age range was from eighteen to thirty-five years. The median was twenty-five years.

Teachers' "Ideal Teacher"

When asked to rank in importance the general attributes that make the "ideal teacher", teachers ranked "skill in teaching" the highest. "Knowledge of subject matter" came second. Both "Appearance" and "Relationship with teachers" ranked the lowest. The following table shows the traits in the order they were ranked and the average score each trait received:

TABLE V

Teachers' Ranking of the General Traits that Make the Ideal Teacher

Rank	Trait	Average Score
1	Skill in teaching	1.95
2	Knowledge of Subject taught	2.45
3.5	Relationship with students	3.15
3.5	Personal Qualities	3.15
5.5	Relationship with teachers	5.15
5.5	Appearance	5.15

When teachers were asked to divide the thirty traits that make the "ideal teacher" into three piles of ten to signify the "most important", "important" and "least important" traits, the trait that was significantly more often chosen (with a X^2 of 14.1) into the most important pile was: "Plans and prepares for our lessons - organizes the subject so that we can see the development easily". It also ranked the first by its score. The following table shows the ten traits which

ranked highest by their score and which were significantly more often placed into the most important pile.

TABLE VI
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Teachers' Ranking and Selection of the Most Important Traits of the Ideal Teacher

Rank	Traits	Score
1	Plans and prepares for our lesson - organizes the subject so that we can see the development easily.	56
2	Explains clearly and to the point.	54
3.5	Knows well the subject she teaches.	53
3.5	Makes the lesson interesting - stimulates us to think, brings interesting material from outside the book.	53
5	Has control over the class - keeps it in order without shouting.	51
6.5	Has poise and self-confidence	50
6.5	Is enthusiastic about teaching (likes to teach)	50
8	Is fair in grading and in dealing with students. Does not favour one over the other.	49
9.5	Does not pretend to know everything - admits that she does not know when she does not.	45
9.5	Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong.	45

It can be seen from the above table that the traits which ranked high in score have to do with skill and method of teaching.

The lowest ranking trait and the one significantly more often chosen into the "least important" pile was: "Is good looking". Other traits significantly more often

chosen into the "least important" pile were.

1. Helps us with our personal problems.
2. Helps us with our school work outside class.
3. Cooperates with students and teachers in helpful ways.
4. Does not ask questions to trap students.
5. Does not decrease our grades or marks when we misbehave, does not threaten us.
6. Has a smiling face.
7. Has a pleasing appearance - dresses attractively, neatly and in good taste.
8. Is intelligent.

There were three traits which the chi-square test showed that teachers were not biased towards considering them significantly more often in any one of the three piles. These traits were:

1. Shows loyalty to the school and interest in its problems.
2. Relates the lesson to old ones, to other subjects and to present events.
3. Is punctual in coming to class and in returning homeworks.

There were a few differences between teachers from the three school systems in ranking the traits that make the "ideal teacher". While "knows well the subject she teaches" was ranked first by teachers of the Public School and the National Evangelical school, it was ranked the thirteenth by teachers of the Ahliah. The Public School teachers significantly more often chose "Does not pretend to know everything - admits that she does not know when she does not" in the "least important" pile while teachers of the National Evangelical School significantly more often

chose it as "most important". "Is intelligent" was significantly more often chosen as "least important" by the Public School teachers while the Ahliah teachers were divided amongst themselves as to whether the trait is "most important" or "least important". The trait's frequency of choice in both these piles was equal.

As to the ranking of the general traits that make the "ideal teacher", there was no difference between the ranking of the Public School teachers and the National Evangelical School teachers. However they differed from teachers of the Ahliah. While the Ahliah teachers ranked"Personal Qualities" second in importance after "Skill in teaching", teachers of the National Evangelical School and the Public School ranked it fourth in importance. Teachers of the Ahliah ranked a teacher's relationship with her students as fourth while the teachers of the National Evangelical School and the Public School ranked it third. "Knowledge of subject matter", was ranked higher by teachers of the National Evangelical School and the Public School than by teachers of the Ahliah. They ranked it second in importance while the Ahliah teachers ranked it third.

The teacher-population was divided into two groups according to teaching experience - those above the median in the number of years they have taught and those below the median. Their rankings of the general traits and their selection and ranking of the traits that make the ideal teacher was compared.

Teachers with teaching experience below the median number of years ranked the general attributes that make the "ideal teacher" as did the whole teacher population taken together.[9]

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[9] See Table V, p. 26.

However, those with teaching experience above the median number of years ranked a teacher's "personal qualities" above her "relationship with students".

Teachers with teaching experience above the median number of years significantly more often chose "Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong" as "least important" and ranked it as 21.5, while teachers with teaching experience below the median number of years significantly more often chose it as "most important" and ranked it as fifth. "Has a pleasing appearance - dresses attractively, neatly and in good taste" was significantly more often chosen as "most important" by teachers with teaching experience above the median but was significantly more often chosen as "least important" by teachers with teaching experience below the median. "Relates the lesson to old ones, to other subjects and to present events" was significantly more often selected as "least important" by teachers with teaching experience above the median but was significantly more often chosen as most important by teachers with teaching experience below the median.

It should be noted here that seven of the eleven teachers whose teaching experience is below the median number of years were university graduates, and only two out of the eight whose teaching experience is above the median number of years were university graduates. It was not possible to use the educational institution they received their training at as a variable in the study due to the diversity of institutions the

teacher-population studied represented.

Teachers' "Ideal Students"

When teachers were asked to rank in importance the general attributes that make the "ideal student", the trait that was ranked first was "Knowledge of lessons" and it was followed by "Behavior in class". A students "Relationship with students"was ranked higher than her relationship with teachers, and "appearance" was ranked the lowest. The following table gives the rank order and the average score each general attribute got:

TABLE VII

Teachers' Ranking of the General Traits that Make the Ideal Student

Rank	Trait	Average Score
1	Knowledge of lessons	2.10
2	Behavior in class	2.40
3	Personal Qualities	3.00
4	Relationship with students	3.95
5	Relationship with teachers	4.50
6	Appearance	5.05

In selecting and ranking the "specific" traits that make the "ideal student" the trait that was ranked first in importance and was significantly more often chosen as most important was: "Is enthusiastic about learning". Other traits significantly more often chosen as"most important" are given in the following

table with the rank order each trait got by its score:

TABLE VIII
119
Teachers' Selection and Ranking of the Most Important Traits of the Ideal Student

Rank	Trait	Score
1	Is enthusiastic about learning (likes to learn)	56
2	Demands good work from herself - Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly.	52
3	Is attentive in class	51
4.5	Is punctual - in coming to class and in giving in homeworks	48
4.5	Has poise and self confidence - she is sure of herself.	48
7	Does not memorize her lessons. Tries to understand meanings and relationships instead.	47
7	Knows her lessons well.	47
7	Is intelligent - is quick in understanding and learning.	47
9.5	When discussing in class or writing her homework she relates the subject to what she has already learnt in class, to other subjects and to present events.	46

As can been seen from the above table, most of the traits that were considered by the teachers to be"important" in a student have to do with classwork. The traits which have to do with "extra curricular" or "co-curricular" activities were significantly more often selected as least important. The following are the traits significantly more often chosen as "least important":

1. Is good looking.
2. Is good at sports.
3. Has at least more than one hobby.
4. Has a pleasing appearance - dresses neatly, attractively and is good taste.
5. Is quiet in class.
6. Shows loyalty to the school and interest in its problems.

There were a few traits which when the chi-square test was applied showed that teachers were not biased towards placing them significantly more often into any one of the three piles. These traits were:

1. Follows the laws and regulations of the school.
2. Has a sense of humour - enjoys a joke even at her own expense.
3. Gets the points of view of her classmates and the teacher-invites them to question here and is not sarcastic when one is wrong.
4. Gets along with her friends - knows when to be a leader and when a follower.

Teachers from the three educational systems showed some differences in ranking the general attributes that make the "ideal student". "Knowledge of lessons" was ranked first in importance by teachers of the Ahliah and the National Evangelical School but teachers of the Tareek al-Jadida Public School ranked it second and ranked "Behavior in class above it in importance. A student's "relationship with teachers" was ranked higher by teachers of the Public School than by teachers of the two other schools, and her "personal qualities" was

ranked higher by the Ahliah teachers than by teachers of the other schools. The following table will show the rank order by teachers from each school.

TABLE IX

Comparison of Teacher's Ranking in Three Schools of the General Traits That Make the Ideal Student

Rank	Public School	Ahliah	National Evangelical
1	Behavior in Class	Knowledge of lessons	Knowledge of lessons
2	Knowledge of lessons	Personal Qualities	Behavior in Class
3	Relationship with Teachers	Bhavior in Class	Personal Qualities
3	Personal Qualities	Relationship with Students	Relationship with Students
5	Relationship with Students	Relationship with Teachers	Appearance
6	Appearance	Appearance	Relationship with Teachers

In selecting the specific traits that make the "ideal student" the Ahliah and the Tareek al-Jadida Public School teachers significantly more often chose: "Has poise and self-confidence, is sure of herself" as "most important" while teachers from the National Evangelical School significantly more often chose it as "least important". "Has a well controlled temper, knows how to take criticism" ranked the first in its score by teachers of the National Evangelical School but ranked the twelfth by teachers of the Ahliah and the seventeenth by teachers

of the Public School. Teachers of the Public School significantly more often chose "Has a sense of humour - enjoys a joke even at her own expense, but knows when to joke and when to be serious" as "least important" and it ranked 12 by its score but teachers of the Ahliah and the National Evangelical School significantly more often chose it as "most important" and it ranked 8.5 and 5.5 by its score. "Asks questions if necessary but does not ask questions to waste the time of the class" ranked the 8th in importance by teachers from the National Evangelical School while it ranked 21.5 by teachers of the Ahliah.

In ranking the general attributes that make the "ideal" students, teachers with teaching experience above the median number of years ranked: "Behavior in class" as first in importance. "Knowledge of lessons" was ranked second and "Personal qualities" was ranked third. On the other hand, teachers with teaching experience below the median number of years ranked "Knowledge of lessons first", "Personal qualities" second, and "Behavior in class" third.

There was no considerable difference between teachers with teaching experience above the median number of years and with those below the median number of years in selecting and ranking the "specific" traits that make the "ideal student". However, the traits: "Demands good work from herself - is not satisfied with passing grades. Tries always to improve her work to make it neater, clearer and more orderly" and "Prepares her assignments - asks questions

about what she does not understand" were ranked as second and 3.5 by teachers with "little" teaching experience while teachers with "much" teaching experience ranked them both as 14.5.

This chapter described the concepts of High-School female teachers regarding the "ideal teacher" and the "ideal student". No generalized picture will be attempted at this point. However in viewing the relationship between teachers' concepts and students' concepts, such a generalization seems pertinent. The following chapter will deal with these relationships and the comparisons that may be derived.

CHAPTER III

RELATIONSHIP BETWEEN STUDENTS' AND TEACHERS' CONCEPTS

The two earlier chapters have noted the attributes and specific traits which students and teachers believe to be found in their "ideal"student and teacher. Tables have been constructed to show the rank order of importance of the various attributes together with their total scores as were chosen by teachers and students. While this method gives the reader a rough comparison between teachers' and students' concepts, yet the findings take on a greater significance when over-all pictures are drawn emphasizing both the divergencies and similarities that may exist between their concepts.

It is at this point that the findings become surprising and interesting. Students' and teachers' concepts are remarkable in their homogeneity. Except for a few differences here and there one can almost say that a student's "ideal teacher" is the same as his teacher's .

Both students and teachers desire a teacher who plans and prepares for her lessons and who has the ability to offer adequate explanation for the subject matter. They place much value upon her enthusiasm for teaching and upon her ability to get the participation of students in class discussions. They also attach importance to her impartial treatment and her

control over the class without harshness and hurt feelings.

But the teacher's ideal teacher is one who also "does not pretend to know everything" and who "admits that she does not know when she does not", while students consider this trait a relatively unessential one in their"ideal teacher". Teachers' "ideal teacher""has poise and self-confidence"... and "knows well the subject she teaches". On the other hand students regard these two characteristics as"important"though not necessarily of greatest importance in their "ideal teacher".

Students' "ideal teacher" is punctual in coming to class and in returning papers. She also gives satisfactory homeworks - that is not more than students can do - and when things do not seem right she does not lose her temper or keep on scolding all the time. But teachers' "ideal teacher" does not necessarily have to have these traits. Except for "Gives satisfactory homeworks..." which was chosen as"least important" by teachers, the other two traits were considered just desirable and important in an "ideal teacher".

Students regard intelligence and friendliness as amongst the"least important" traits in their "ideal teacher" while teachers regard them as "important" though not necesaarily of utmost importance. Traits which have to do with personal appearance and attractiveness and a teacher's help in personal and academic problems, were regarded as relatively unimportant by both students and teachers.

It is interesting to compare here the findings of this study with the findings of some other similar studies done in

the United States. In one of the most elaborate ones, Frank Hart[9] secured the reactions of some 10,000 seniors in 66 High-Schools in widely distributed areas of the U.S. to the desirable qualities in the teachers they have worked with. "Is helpful with school work, explains lessons and assignments clearly and thoroughly and uses examples in teaching" got the highest number of frequency of mention (1950 frequencies), while in this study "explains clearly..." was considered amongst the "most important" traits in the "ideal teacher" and "helps in school work outside class" amongst the relatively "least important" traits. The second "most important" trait was "cheerful, happy, good-natured, can take a joke, has a sense of humour" which students in this study had a divergence of opinion regarding it and the X^2 Test applied to it was insignificant. The third "most important" trait "Human, friendly, companiable, one of us" students in this study regarded as of "least importance" while teachers regarded it "important"though not of "greatest importance".

On the basis of the frequency of mention in twelve such studies R.L.C. Butsch stated:[10] "Fairness was included

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[9] Frank Hart, Teachers and Teaching (New York, Macmillan, 1934) pp. 22-23.

[10] R.L.C. Butsch, "Teacher Rating", Review of Educational Research, ed. Walter S. Monroe (New York, Macmillan, 1952) p. 1448.

in the group of the most importance by seven of the studies: kindness and instructional skill each in six studies: in five studies good-natured or pleasant, good disciplinarian, knowledge of subject matter; in four studies sense of humor, patient; in three studies personal appearance, inspiring, sociability, interest in work, personality; and in two studies strong character, sympathetic, ability to make lesson interesting..."

In this study fairness was also found to be the "most important" trait to be found or to be desired in a teacher. Instructional skills were also ranked high in importance, but patience and kindliness were regarded just as"important" and personal appearance was considered amongst the "least important" traits.

It is interesting to note that in the twelve studies Butsch studied, no mention was made of intelligence as a trait desirable in the ideal teacher. Similarly, in this study, the trait was significantly more often chosen by students as of least importance amongst other traits.

As to the ranking of the general attributes that make the "ideal"teacher students and teachers were in perfect conformity. Skill in teaching was given the first place in importance. Then it was followed by knowledge of the subject and personal qualities. Relationship with students came fourth and it preceded the teacher's relationship with other teachers. The trait which ranked last was appearance.

The teachers from the Tareek al-Jadida Public School differed from their students in ranking "knows well the subject she teaches". While their students considered it the"most important" trait to be found in a teacher and ranked it the first in importance, they ranked it as 19.5 in importance. "Has poise and self-confidence" was considered by the Public School teachers as amongst the"most important" traits while it was considered of "least importance" by their students.

The Ahliah students and teachers showed no marked difference between themselves in choosing the traits that make the "ideal teacher". But, students and teachers from the National Evangelical School showed some difference. The National Evangelical School students regarded "Does not pretend to know everything, admits that she does not know when she does not" as of "least importance" while their teachers regarded the trait amongst the "most important" ones. The students did not care particularly as to whether the teacher"knows well the subject she teaches." They considered the trait just as "important" but their teachers gave it the first place in "importance".

Little value was placed on athletics and extra-curriculum interests by both students and teachers. Being "good at sports" and having "more than one hobby" were considered as relatively unimportant traits. But teachers' and students' "ideal" student must be "attentive in class" and must "know her lessons well" without memorization but with understanding of meanings and relationships. She must be "enthusiastic about

learning" and when she comes to school or when she gives in her homeworks she must be "punctual". She should "follow the laws and regulations of the school" and she should have "poise and self-confidence".

Students want their"ideal student"to be "quiet in class". The trait was significantly more often chosen by them as"most important"but teachers significantly more often chose it as "least important". They want her to "ask questions if necessary,"but not to" ask questions to waste the time of the class." On the other hand, teachers regard"intelligence" as among the "most important" traits in their "ideal student" while students disagreed amongst themselves as to whether the trait is "most important", "important" or "least important". Teachers also want their "ideal student" to relate the subject she is writing about "to what she has already learnt in class, to other subjects, and the present events", but students regarded this trait as relatively unimportant and significantly more often chose it in the "least important" pile.

Students from the Tareek al-Jadida Public School want their"ideal student" to be "quiet in class" and they ranked the trait as second in "importance", but their teachers were divided amongst themselves in considering the trait as "important" or "least important". They also want their "ideal student" to follow the "laws and regulations of the school". They ranked the trait as the seventh in importance while their teachers ranked it as 21.5.

There was no significant difference between the Ahliah students and teachers in their selection of the traits that make the "ideal student". "Is intelligent - is quick in understanding and learning", was significantly more often chosen by the Ahliah teachers as one of the most important qualities that constitute their "ideal student", but their students showed no significant bias towards considering it as "most important", "important" or "least important". The Ahliah teachers significantly more often chose "Is friendly - is patient, kindly and sympathetic", as one of the "least important" traits that make the "ideal student". On the other hand their students want their "ideal student" to be friendly, patient, kindly and sympathetic. They significantly more often selected it as one of the "most important" traits.

The National Evangelical School students were like the Ahliah students in selecting: "Is friendly, is patient, kindly and sympathetic" amongst the "most important" traits that make the "ideal student - but their teachers significantly more often chose it among the "least important" traits. They also ranked "when discussing in class or writing her homework she relates the subject to what she has already learnt in class, to other subjects, and to present events" as the thirtieth in importance while their teachers seemed to think that the trait was much more important and ranked it as eighth in importance.

Whether teacher is right or student is right is not the main objective of the research. In the comparison of the students' ideal with the teachers' ideal, no implication was

made that any ideal construct is free from bias and personal prejudice or is the result of mature thinking and judgment. It is how each views the other that counts since it leads to better understanding and ultimately to better teacher-student relationship. The two sides may be "wrong", but that does not change the teaching-learning situation they find themselves in. Whatever may be the objective consensus as to what constitutes effective teaching and learning, students ideas and reactions will always be related to the effectiveness with which teaching and learning is done.

The outstanding revelation of the findings is the large number of items that were similarly ranked by both teachers and students. When the nature of dissimilarities are also noted, the overall findings become valuable guides to teachers.

SUMMARY AND QUESTIONS FOR FURTHER STUDY

Summary

The purpose of the study was to determine the concepts of students and teachers regarding the ideal student and the ideal teacher. These concepts were determined in terms of selection and rank order classification of traits.

The findings of the study are meant to be for teachers to be taken along with other factors, conditions, and experiences that may account for students' judgments. Together they may be used as guide posts to help her improve her instructional efficiency and relationship with students. Teaching is a complex process of reciprocal relationships and the teacher can function most effectively when she has a maximum understanding of her students' view-points regarding her teaching methods and behavior.

In regard to students' and teachers' concepts of the ideal teacher it was found that:

1. Both students and teachers significantly more often selected the following traits in the "most important" group:
   A. "Plans and prepares [her] lessons - organizes the subject so that [students] can see the development easily".

B. "Explainsclearly and to the point."

C. "Makes the lesson interesting - stimulates /students/ to think, brings interesting material from outside the book."

D. "Is enthusiastic about teaching - likes to teach."

E. "Gets the points of view of students, invites questions and discussions, is not sarcastic when one is wrong."

F. "Has control over the class- keeps it in order without shouting."

2. Students want a teacher who "does not scold all the time...." and who "has a well controlled temper". They significantly more often chose the trait in the pile of "most important". On the otherhand teachers do no consider it as important as students. They significantly chose the trait in the "least important" pile.

3. Teachers regard the trait: "Does not pretend to know everything - admits that she does not know when she does not" among the most important traits that make the ideal teacher. While they significantly more often chose it in the "most important" pile, students chose it in the "least important" one.

4. Teachers significantly more often chose "Helps /students/ with /their/ personal problems", "Helps /students/ with schoolwork outside class" and "co-operates with students and teachers in helpful ways" amongst the least important

traits that make the ideal teacher. While students chose "co-operates with students and teachers in helpful ways" in the pile of "important" traits, they disagreed among themselves as to whether the other two traits are to be considered in the "most important", "important" and"least important" piles.

5. Students and teachers consider intelligence as among the "least important" traits in the ideal teacher. They significantly more often chose "Is intelligent - is quick in understanding and learning" in the "least important" pile.
6. Students chose "Is friendly - but not familiar" in the pile of "least important" traits. On the otherhand teachers significantly more often placed it in the pile of "important" traits.

This finding suggests that students and teachers regard skill in instruction as the"most important"general trait in a teacher. They want a teacher who can interest her students, who invites them to participate in discussion, who prepares for the lessons and who is full of enthusiasm for teaching. Students do not seem to care if she is friendly with them as they considered this trait amongst the "least important" ones. It may be that teachers do not care for being considered friendly anyway. Teachers do not seem to be concerned about helping students beyond what the classroom requires them to - as the findings suggest.

The finding also suggests that the students probably view the teacher as an all knowing one. They do not expect her to admit that she is wrong when she is. They regard the trait of "least" importance. On the other hand teachers seem to be

"more" realistic and understanding of their limitations and they want a teacher to admit it when she does not know anything. But students probably do not require their teachers to be intelligent and very quick in understanding as long as they know how to teach.

Regarding students' and teachers' concepts of the "ideal student", it was found that:

1. Both teachers and students significantly more often chose the following traits in the "most important" group:
   A. "Is attentive in class".
   B. "Knows her lessons well".
   C. "Demands good work from herself. Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly".
   D. "Does not memorize her lessons. Tries to understand meanings and relationships instead".
   E. "Is enthusiastic about learning".
   F. "Is punctual in coming to class and in giving in home-works".
2. Students significantly more often chose "Is quiet in class" in the "most important" group while teachers significantly more often chose it in the "least important" group.
3. Students significantly more often chose "Follows the laws and regulations of the school" in the "most important" pile. Teachers however were divided in their opinion as to whether the trait is to be considered as "most important", "important" or "least important".
4. Students and teachers "significantly more often chose "Is

good looking" and "Has a pleasing appearance - dresses neatly, attractively and in good taste" in the pile of least important traits.

5. Teachers significantly more often chose "Is good at sports" and "has at least more than one hobby" in the least important pile.
6. Teachers want their ideal student to be intelligent. They significantly more often chose the trait in the most important pile while on the otherhand student disagreed as to whether to consider it in the "most important", "important" or "least important" pile.
7. "When discussing in class or writing her homeworks she relates the subject to what she has already learnt in class, to other subjects and to present events" was significantly more often chosen by teachers in the "most important" pile and by students in the "least important" pile.

The findings suggest that teachers and students view education as intellectual development since such items as "Demands good work from herself...", "Is not satisfied with passing grades..." and "Does not memorize her lessons..." were significantly more often chosen as "most important". It also suggests that teachers and students have an authoritarian concept of discipline, one in which teacher rules are imposed and quiet prevails in the classroom. By comparing students' rankings and selections with teachers' rankings and selections, it appears that the students' picture of the ideal student is more obedient and docile than that of the teacher .

Such items as "Is good at sports" and "Has at least more than one hobby" were ranked low by both teachers and students which suggests that such activities are not considered important in the all around development of youth.

The findings suggest that while teachers are concerned about the punctuality of their students they do not consider the trait of utmost importance in themselves. It also suggests that while they consider intelligence of "least" importance in themselves they regard it as among the "most important" traits in their student.

Questions for further Study

This study has raised a number of questions for further study. Among the questions for which information is needed for a better understanding of students' and teachers' concepts regarding the "ideal student" and the "ideal teacher" are:

1. How do students rate their own teachers ? To what degree are there similarities or differences between their ratings and their ideal image ?
2. To what extent is there a relationship between students' ideal image of the teacher and the degree of introversion - extroversion, submission - dominance etc. that standardized tests might reveal in them ?
3. How do teachers evaluate themselves ? To what degree is there a similarity between their self-evaluation and students' evaluation of themselves ? If an objective observer enters the classroom how similar is his evaluation with the teachers' self-evaluation or the students' evaluation of the teacher?

4. Do the same qualities that make an effective science teacher make an effective social-science or arts teacher?
5. To what extent and how does the personality of the teacher affect the behavior of her students?
6. To what extent are the values of the teacher reflected in her students?
7. Is there any relationship between students' concepts of their teachers and their concepts of parents?
8. What concepts do parents have of the "ideal student" and the "ideal teacher"? How do these concepts compare with the findings of this study?
9. To what extent and in what ways does the educational level of parents influence the concepts students have of the "ideal student"? What other family variables influence these concepts?
10. How does difference in educational goals or educational situations affect students' and teachers' conception of the"ideal teacher?"

These are some of the questions that the present study has raised. The teaching - learning situation is complex and multi-dimensional. What has been reported in this study represents a beginning attempt to analyze the nature of students and teachers concepts of the "ideal student" and the "ideal teacher."

APPENDIX A

THE STUDY INSTRUMENT
TRAITS OF THE IDEAL TEACHER

My "Ideal Teacher"	"المعلمة المثالية"
Is punctual: (a) in coming and leaving class. (b) in returning our papers.	تحافظ على مواعيد المدرسة — (١) في الدخول والخروج من الصف (٢) وفي ارجاع الدفاتر المصلحة
Gets the points of view of students, invites questions and discussions, is not sarcastic when is wrong.	تأخذ اراء تلميذاتها، تشجعهن على التساؤل والبحث، ولا تهزء بالطالبات عندما ترتكب احداهن خطأ .
Explains clearly and to the point.	تشرح الدرس بوضوح ولا تخرج عن الموضوع .
Is open-minded, accepts difference, is tolerant, does not try to impose her personality on the students.	رحبة الصدر، تتقبل الفروقات، ولا تدع شخصيتها تطغى على شخصيات تلميذاتها .
Has poise and self-confidence - is sure of her self .	متزنة وتثق بنفسها كل الثقة .
Is enthusiastic about teaching (likes to teach).	تندفع للتعليم وتلتذ به .
Knows well the subject she teaches.	تعرف المادة او الموضوع الذي تدرسه جيدا .
Is understanding and appreciates our individual needs.	متفهمة ومقدرة كل فرد منا .
Has control over the class - keeps it in order without shouting.	لديها سلطة على صفها وتحفظه في نظام دون ان تصيح .
Makes the lesson interesting -stimulates us to think, brings interesting material from outside the book.	تجعل الدرس ملذا — تدفعنا وتحثنا لنفكر وتأتي بمواد ملذة من خارج الكتاب .
Does not scold all the time - has a well-controlled temper.	لا توبخ تلميذاتها بكثرة، لديها المقدرة على ضبط اعصابها .
Is strict in grading and in demanding good, neet and orderly school work.	شديدة في اعطاء العلامات وفي اصرارها على تتميم الواجبات المدرسية بحسن وترتيب ونظام .

Plans and prepares for our lesson - organizes the subject so that we can see the development easily.	تحضر للدرس باتقان وتنظيم الموضـــوع بطريقة تسهل علينا تتبعـــه ·
Is fair in grading and in dealing with students. Does not favour one over the other.	عادلة في اعطاء العلامات وفي معاملتها مع التلميذات ، لا تفضل واحدة على اخرى ·
Is intelligent.	ذكيـــــة ·
Has a sense of humour - enjoys good jokes even at her own expense but has a sense of proportion (that is: she knows when to joke and when not to).	لديها روح النكتة ـ تلتذ بالنكتة حتى وان كانت عليها ، ولكن تعرف ان تميز بين وقت المزح ووقت الجـد ·
Gives satisfactory homeworks - not more than we can do, and not all at one time.	تعطي فروضا معقولة ـ اى انها لا تكثـر منها في آن واحد ، اولا تجعلنا فـوق طاقتنا ·
Has a pleasing appearance - dresses attractively, neatly and in good taste.	مظهرها الخارجي جميلا ـ تلبس بذوق وترتيب ·
Is patient, kindly and sympathetic.	انها صبورة ، ولطيفة ، وتشعر مع غيرها ·
Does not ask questions to trap students.	لا تسأل اسئلة خصيصا حتى توقع التلميذات ·
Does not pretend to know everything - admits that she does not know when she does not.	لا تتظاهر بانها تعرف كل شيء وتعترف بعدم معرفتها عندما لا تعرف شيئا ما ·
Helps us in our school work outside class.	تساعدنا بدروسنا (ان احتجنا) خارج الصف ·
Shows loyalty to the school and interest in its problems.	تظهر اخلاصا للمدرسة وتهتم بالمشاكل التي تتعلق بها ·
Is good looking.	جميلة الصورة ·
Is friendly - but not familiar.	تصادقنا دون ان ترفع الكلفـة ·

Relates the lesson to old ones, to other subjects, and to present events.	تربط الدرس بالدروس الماضية وبمواضيع اخرى وبالحوادث الحاضرة ·
Does not decrease our grades or marks when we misbehave, does not threaten us.	لا تنقص من علاماتنا عندما نسيء التصرف ، ولا تهددنا ·
Cooperates with students and with other teachers in helpful ways.	تتعاون مع التلميذات ومع غيرها من المعلمات بطرق مفيدة ·
Helps us with our personal problems.	تساعدنا على حل مشاكلنا الخصوصية ·
Has a smiling face.	وجهها بشوش ·

APPENDIX B

THE STUDY INSTRUMENT
TRAITS OF THE IDEAL STUDENT

My "Ideal Student"	"التلميذ المثالي"
Is quiet in class	هادئة في الصف
Knows her lessons well	تعرف دروسها جيدا
Does not pretend to know everything (in front of the teacher or her classmates). Admits that she does not know when she does not.	لا تتظاهر بانها تعرف كل شيء (امام معلمتها ورفيقاتها) تعترف بعدم معرفتها عندما لا تعرف شيئا ما .
Shows loyalty to the school and interest in its problems.	تظهر اخلاصا للمدرسة وتهتم بالمشاكل التي تتعلق بها .
When discussing in class or writing her homework she relates the subject to what she has already learnt in class, to other subjects, and to present events.	عندما تكتب فروضها اوتتكلم في الصف ، تربط الموضوع بما تعلمته في الدروس الماضية وبمواضيع اخرى وبالحوادث الحاضرة .
Has poise and self-confidence. She is sure of herself.	متزنة وتثق بنفسها كل الثقة .
Is open-minded, tolerant, accepts differences of opinion, does not impose her personality upon her classmates.	رحبة الصدر ، تتقبل الفروقات ، ولا تدع شخصيتها تطغى على شخصيات رفيقاتها .
Is enthusiastic about learning (likes to learn).	تندفع للعلم وتلتذ به .
Follows the laws and regulations of the school.	تحافظ على القوانين والانظمة في المدرسة .
Has a sense of humour - enjoys joke even at her own expense, but knows when to joke and when to be serious.	لديها روح النكتة ـ تلتذ بالنكتة حتى وان كانت عليها ، ولكن تعرف ان تميز بين وقت المزح ووقت الجد .
Recites clearly and to the point.	تسمع دروسها بوضوح ولا تضل عن الموضوع .

Is punctual (a) in coming to school (b) in giving her homeworks	تحافظ على مواعيد المدرسة ـ (١) في المجيء الى المدرسة (٢) وفي تقديم فروضها
Is attentive in class	منتبهة في الصف .
Gets the points of view of her classmates and the teacher - invites them to question her and is not sarcastic when one of them is wrong.	تأخذ آراء رفيقاتها ومعلمتها ، تدعوهن ليسألنها ، ولا تهزأ باحداهن ان ارتكبت خطأ .
Has a pleasing appearance - dresses attractively, neatly and in good taste.	مظهرها الخارجي جميلا ـ تلبس بذوق وترتيب .
Has a smiling face.	وجهها بشوش .
Is good looking.	جميلة الصورة .
Has at least more than one hobby.	لديها هوايات متعددة .
Is good at sports.	تتقن الرياضـــة .
Demands good work from herself - Is not satisfied only with passing grades. Tries always to improve her work to make it neater, clearer and more orderly.	تتطلب من نفسها مستوى رفيع ولا تكتفي فقط بعلامات الامتياز بل تحاول دائما ان تحسن عملها بان تجعله ارتب واوضح وادق .
Does not memorize her lessons. Tries to understand meanings and relationships instead.	لا تحفظ دروسها غيبا دون ان تفهـــم المعاني والعلاقات .
Does not expect favorable or special treatment - that is, she does not try to get higher grades or to win the approval of the teacher by indirect means.	لا تحاول ان تحصل على امتيازات خاصة ـ اى انها لا تحاول ان تحصل على علامات اعلى او رضى المعلمة بطرق غير مباشرة .
Is intelligent - is quick in understanding and learning.	ذكية ـ سريعة الفهم والحفظ.

Asks questions if necessary, but does not ask questions to waste the time of the class.	تسأل عما لا تفهم ان احتاجت الى ذلك ولكن لا تسأل اسئلة خصيصا لتضيـــــع وقت الصف .
Helps her classmates in personal matters.	تساعد رفيقاتها بأمورهن ومشاكلهـــــن الخصوصية .
Is friendly, is patient, kindly and sympathetic.	صديقة الكل ــ صبورة ولطيفة وتشعر مع الغيـــر .
Prepares her assignments - Asks questions about what she does not understand.	تحضر دروسها وتسأل عن المواد التي لا تفهمها تماما .
Gets along with her friends - knows when to be a leader and when a follower.	لطيفة المعشر مع صديقاتها ، تعرف متى تقود ومتى تتبـــع .
Has a well-controlled temper, knows how to take criticism.	تضبط اعصابها وتأخذ الانتقادات الموجهة اليها بروح طيبة .
Cooperates with her teachers and her classmates, helps her classmates in school-work outside class (but does not give answers. She helps them find them out).	تتعاون مع معلماتها ورفيقاتها ، تساعد رفيقاتها بدروسهن خارج الصف (ان احتجن الى ذلك) .

APPENDIX C

SCORES ASSIGNED TO VARIOUS EDUCATIONAL LEVELS OF PARENTS

0 - Illiterate

1 - Elementary

2 - Brevet

3 - Baccalaureat or High School

4 - B.A.

5 - M.A.

6 - M.D. or Ph.D.

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