



Montana high school students' perceptions about teaching characteristics
by Sulayman Nasser Alkhayyatt

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University

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Abstract:

The purpose of this study was to investigate students' perceptions about the characteristics of good teachers and how those characteristics affect students' motivation to learn.

The research method was a qualitative case study about Mrs. Julia. The researcher acted as an interviewer and observer for seven weeks. As an interviewer, he conducted 23 student interviews and one teacher interview. As an observer, he conducted seven class observations. During and after the data collection, he analyzed the data based on emerging themes and their components.

Six themes and 34 components surfaced in the study. It was found that all of the students perceived four major characteristics of Mrs. Julia's teaching: caring, respect, commitment, and knowledge. One student perceived her as an enthusiastic teacher and three students perceived her as a "fun" teacher. In addition, it was found that Mrs. Julia's knowledge influenced the students' motivation to learn. The most frequent characteristic mentioned by the students and Mrs. Julia was respect, and the most frequent components were treating the students equally and using examples in teaching. Regarding their motivation to learn, the most frequent characteristic mentioned by the students was knowledge. The most frequent component mentioned by Mrs. Julia was involving the students in the learning process. The most frequent characteristic mentioned in the researcher's field-notes was "fun" and the most frequent components were telling jokes and telling stories in teaching.

The researcher concluded that respect was the most frequently mentioned characteristic in Mrs. Julia's teaching. In addition, the students agreed that Mrs. Julia's knowledge influenced their motivation to learn. The students had their own definitions of teacher's characteristics because they came from their own perspective. For example, their definition of a "fun" teacher was altering teaching techniques and methods rather than being an easy teacher.

MONTANA HIGH SCHOOL STUDENTS' PERCEPTIONS
ABOUT TEACHING CHARACTERISTICS

by

Sulayman Nasser Alkhayyatt

A thesis submitted in partial fulfillment
of the requirements for the degree

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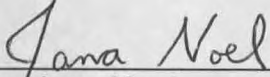
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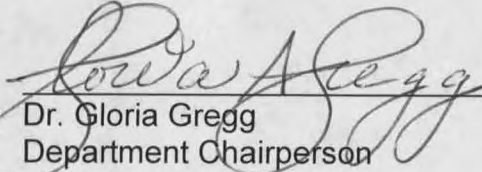
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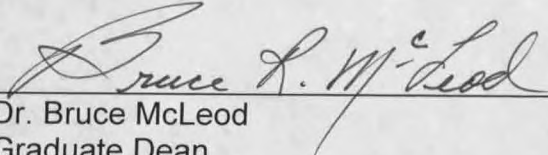
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TABLE OF CONTENTS

	Page
LIST OF TABLES.....	viii
LIST OF FIGURES.....	x
ABSTRACT.....	xi
1. INTRODUCTION.....	1
Conceptual Framework.....	1
Statement of the Problem.....	5
Purpose of the Study.....	5
Definition of Concepts.....	6
Definition of Concepts Found in Literature.....	7
Definition of Concepts Found in Student Interviews.....	9
Research Questions.....	11
Summary.....	11
2. REVIEW OF LITERATURE.....	13
Teacher's Role.....	14
Setting Learning Environment.....	14
Being a Role Model.....	15
Encouraging Knowledge.....	16
Students' Perceptions.....	16
Relationships between Student and Teacher.....	17
Rating the Teachers.....	18
Characteristics of Good Teachers.....	19
Caring, Respectful, and Committed Teaching.....	19
Knowledgeable, Enthusiastic, and Humorous Teaching.....	23
Students' Motivation.....	26
Case Study.....	27
Characteristics of Case Study.....	28
Analysis of Case Study.....	30
Summary.....	33
3. METHODOLOGY.....	34
Preparation for the Study.....	35
Researcher Positionality.....	36

TABLE OF CONTENTS--CONTINUED

	Page
Setting and Selection.....	37
Montana High School.....	37
Ethical Considerations.....	38
Purposeful Selection.....	39
Methods of Data Collection.....	41
General Procedure.....	41
Multiple Interviews.....	43
Observations.....	48
Time Frame for Data Collection.....	49
Analytic Techniques.....	52
Themes.....	52
Data Coding.....	53
Data Analysis.....	53
Limitations and Delimitations of the Study.....	55
Summary.....	56
4. ANALYSIS OF STUDENTS' INTERVIEWS.....	57
Original and New Themes and Codes.....	57
Original Themes and Codes.....	59
New Themes and Codes.....	61
Analysis of Responses to Questions 1, 2, and 3.....	63
Analysis of Responses to Questions 4-12.....	67
Integration of Responses to Questions 4-12.....	69
Case Study of Jim.....	70
Case Study of Sue.....	73
Case Study of May.....	76
Case Study of Joy.....	79
Summary.....	82
5. ANALYSIS OF OBSERVATIONS AND MRS. JULIA'S INTERVIEW.....	84
Mrs. Julia's Classroom.....	85
Observing Mrs. Julia's "Caring".....	86
Observing Mrs. Julia's "Respect".....	87
Observing Mrs. Julia's "Commitment".....	88
Observing Mrs. Julia's "Knowledge".....	88
Observing Mrs. Julia's "Enthusiasm".....	89
Observing Mrs. Julia's "Fun".....	90
Analysis of Mrs. Julia's Interview.....	91

TABLE OF CONTENTS--CONTINUED

	Page
Summary.....	94
6. COMPARISON AND CONTRAST OF DATA.....	95
Comparing and Contrasting the Students' Responses to Questions 4-12.....	95
Comparing and Contrasting between the Students' Responses to Questions 4-12, Observations, and Mrs. Julia's Responses.....	105
Summary.....	112
7. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	114
Findings.....	115
Findings Responding to Research Questions.....	115
Additional Findings.....	116
Conclusions and Recommendations for Practice.....	118
Recommendations for Further Research.....	121
Summary.....	121
CITED REFERENCES.....	123
APPENDICES.....	130
Appendix A--Data Codes.....	131
Appendix B--Literature Codes of New Themes.....	133
Appendix C--Diagram of Mrs. Julia's Class.....	135
Appendix D--Assistant Superintendent's Consent Form.....	137
Appendix E--Principal's Consent Form.....	139
Appendix F--Mrs. Julia's Consent Form.....	141
Appendix G--Student's Consent Form.....	143

LIST OF TABLES

Table	Page
1. Time frame for asking interview questions.....	46
2. Time frame for data collection.....	50
3. Theme and code development.....	58
4. Codes for "caring," "respect," and "commitment".....	60
5. Codes for "knowledge," "enthusiasm," and "fun".....	62
6. Coding for "caring" based on responses to questions 1, 2, and 3.....	64
7. Coding for "respect" based on responses to questions 1, 2, and 3.....	65
8. Coding for "commitment" based on responses to questions 1, 2, and 3.....	66
9. New codes in analyzing responses to questions 4-12.....	68
10. Jim's responses to questions 4, 5, 7, 8, 10, and 11.....	70
11. Jim's responses to questions 6, 9, and 12.....	72
12. Sue's responses to questions 4, 5, 7, 8, 10, and 11.....	74
13. Sue's responses to questions 6, 9, and 12.....	75
14. May's responses to questions 4, 5, 7, 8, 10, and 11.....	77
15. May's responses to questions 6, 9, and 12.....	78
16. Joy's responses to questions 4, 6, 7, 8, 10, and 11.....	80
17. Joy's responses to questions 4, 6, 7, 8, 10, and 11.....	81
18. Observing Mrs. Julia's "caring".....	86
19. Observing Mrs. Julia's "respect".....	87
20. Observing Mrs. Julia's "commitment".....	88

21.	Observing Mrs. Julia's "knowledge".....	88
22.	Observing Mrs. Julia's "enthusiasm".....	89
23.	Observing Mrs. Julia's "fun".....	90
24.	Mrs. Julia's responses about "caring".....	91
25.	Mrs. Julia's responses about "respect".....	92
26.	Mrs. Julia's responses about "commitment".....	92
27.	Mrs. Julia's responses about "knowledge".....	93
28.	Mrs. Julia's responses about "enthusiasm".....	93
29.	Mrs. Julia's responses about "fun".....	93
30.	Codes in responses to questions 4, 5, 7, 8,10 and 11.....	96
31.	Codes in responses to questions 6, 9, and 12.....	100
32.	Most frequent themes and codes in students' responses.....	104
33.	Most frequent themes and codes in data.....	105
34.	Definitions' components in data.....	107
35.	Components that surfaced, those that did not, and definitions from the literature.....	110
36.	Data codes.....	131
37.	Literature codes of new themes.....	133

LIST OF FIGURES

Figure	Page
1. Diagram of Mrs. Julia's classroom.....	135

ABSTRACT

The purpose of this study was to investigate students' perceptions about the characteristics of good teachers and how those characteristics affect students' motivation to learn.

The research method was a qualitative case study about Mrs. Julia. The researcher acted as an interviewer and observer for seven weeks. As an interviewer, he conducted 23 student interviews and one teacher interview. As an observer, he conducted seven class observations. During and after the data collection, he analyzed the data based on emerging themes and their components.

Six themes and 34 components surfaced in the study. It was found that all of the students perceived four major characteristics of Mrs. Julia's teaching: caring, respect, commitment, and knowledge. One student perceived her as an enthusiastic teacher and three students perceived her as a "fun" teacher. In addition, it was found that Mrs. Julia's knowledge influenced the students' motivation to learn. The most frequent characteristic mentioned by the students and Mrs. Julia was respect, and the most frequent components were treating the students equally and using examples in teaching. Regarding their motivation to learn, the most frequent characteristic mentioned by the students was knowledge. The most frequent component mentioned by Mrs. Julia was involving the students in the learning process. The most frequent characteristic mentioned in the researcher's field-notes was "fun" and the most frequent components were telling jokes and telling stories in teaching.

The researcher concluded that respect was the most frequently mentioned characteristic in Mrs. Julia's teaching. In addition, the students agreed that Mrs. Julia's knowledge influenced their motivation to learn. The students had their own definitions of teacher's characteristics because they came from their own perspective. For example, their definition of a "fun" teacher was altering teaching techniques and methods rather than being an easy teacher.

CHAPTER 1

INTRODUCTION

Conceptual Framework

Good teachers help students to be active, involved in their learning process, and motivated to learn. McKeachie (1986) defined active learners as students who “test their ideas in a situation in which they can get the results of the test and see examples of better thinking” (p. 231). Through their teaching practice, good teachers play a vital role in engaging students to be active and motivated learners. They give students the opportunity to be active, motivated to learn, and able to express their feelings and perceptions about the educational environment, themselves, and their teachers. In his book, Joyce (1992) argued that “models of teaching are really models of learning. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn” (p. 1).

Good teachers who are qualified to influence students need to make daily provisions for every student to learn and encourage students to learn, question, and reflect. Both teachers and students have to interact together in the learning process to provide a good educational environment. Schubert (1986) argued that “the teacher is a facilitator of personal growth, and the curriculum is the process of experiencing the sense of meaning and direction that ensues from teacher and

student dialogue” (p. 30). Schubert (1986) stressed the importance of teacher efficacy by describing three roles that teachers play: providing a good educational environment, assisting students to be active and motivated learners, and exhibiting characteristics of role models.

Sometimes, active students may lose their motivation to learn because of the complexity of the learning process. Therefore, good teachers need to motivate their students to play an active role in the educational environment. By manipulating materials and activities that arouse the students’ interests, engaging them in goal setting procedures, manipulating rewards and competition, and providing knowledge of progress, good teachers sustain motivation in their students to learn. Robenstine (1997) said that “teachers who associate motivation with getting students to desire or value something understand an important point” (p. 303). One of the signs for good teachers is their ability to motivate their students to learn. Ralph (1989) argued that “successful teachers not only reflect upon, plan and implement specific classroom managerial strategies, but they organize and develop clear and motivating lessons” (p. 144).

Although good schools need active and motivated learners, those students must have good teachers who guide them and understand their abilities and needs. Labonty and Danielson (1988) used a list of characteristics to design a questionnaire for testing the students’ rating of good teachers. They listed good teachers’ characteristics such as:

Monitoring, using effective praise, using comments and reinforcements, pacing, assigning appropriate seat work, enlisting active participation, modeling, being able to make smooth transitions, focusing, being flexible, using time effectively, caring, having a sense of humor, and being in control (Labonty and Danielson, 1988, p. 395).

In that study, students mentioned their perceptions about both attitudes and actions of good teachers. The teaching characteristics mentioned reflected three major teaching characteristics: caring, respect, and commitment.

Noddings (1995), a leading writer on caring in education, pointed out that caring teaching must not be put aside and that:

Clearly, teaching is filled with caring occasions or, quite often, with attempts to avoid occasions. Attempts to avoid caring occasions by the overuse of lecture without discussion, of impersonal grading in written, quantitative form, of models of discipline that respond only to the behavior but refuse to encounter the person all risk losing opportunities for moral education and mutual growth (p. 222).

According to Noddings (1988), "teachers have an obligation to support, anticipate, evaluate, and encourage worthwhile activities, and students have a right to pursue projects mutually constructed and approved" (p. 221). Noddings considered that caring teachers are those who have good relations with their students and treat them equally.

Noddings believed that caring implies a continuing search for sufficiency that makes those caring and respectful teachers committed to their students and supportive of their learning. Noddings (1995) argued that "caring is not just a warm, fuzzy feeling that makes people kind and likable. Caring implies a continues search for competence" (p. 676). By accepting responsibilities for students' growth in teaching, caring, respectful, and committed teachers are

good teachers. With caring, teachers have good attitudes towards their students, and with respect, teachers treat their students as equal human beings. With commitment, teachers accept the responsibility to develop the students' learning. In both meaning and practice, caring, respect, and commitment are overlapping.

Novak (1998) argued that "teaching is a complex activity" (p. 112).

Teachers have a variety of roles relative to students, among two of those roles are setting educational environment and assisting students to be active learners. To set the best educational environment, teachers need to act as leaders. They are to carry responsibilities for the roles of organizing, sorting, and evaluating students' knowledge. Teachers must create an educational environment that encourages students to question, comment, and learn. Noddings (1988) believed that "teachers have an obligation to support, anticipate, evaluate, and encourage worthwhile activities, and students have a right to pursue projects mutually constructed and approved" (p. 221).

The second role for teachers is to assist students to be active learners. This role requires teachers to help students to be safe. Banner and Cannon (1997) argued that "the classroom must be a protected place, where students discover themselves and gain knowledge of the world, where they are free of all threats to their well being, where all received opinion is open to evaluation, where the explicit goal is to see the world more openly, fully, and deeply" (p. 37). In order to set the learning environment and find that which generates active learners, teachers must have a thorough understanding of their students. Schubert (1986) stated, "Teachers are effective if they are able to get to know

their students well enough to look deeply behind and broadly beyond their superficially expressed interests to perceive their genuine interests" (p. 352).

Statement of the Problem

As noted in the opening paragraph, teaching is one side of the teaching - learning equation. If the notions of caring, respect, and commitment mean anything, students must perceive those characteristics. Students must in some way recognize those characteristics in their teachers.

While there have been numerous studies on the characteristics of good teaching, there is a shortage of case studies about students' perceptions of the characteristics of good teaching. Students' perceptions are valuable, not just because students are the actual clients in schools, but also because they are capable of seeing and recognizing their teachers' characteristics.

Two questions are to be answered in this study. First, how do students perceive good teaching characteristics? Second, how do the students' perceive characteristics of good teaching influence their motivation to learn?

Purpose of the Study

To find out the perceptions of students about the characteristics of good teachers and how those characteristics relate to students' motivation to learn, the purpose of this study was (a) to investigate the students' perspectives about the teaching characteristics of good teachers; and (b) to investigate through

observations and student interviews the influence of those characteristics on student motivation to learn. By studying a good teacher, and by determining the perceptions of some of her students, this study is intended to provide additional insight about that complex activity we call teaching. Therefore, the purpose of this study was to investigate students' perceptions about the characteristics of Mrs. Julia¹ as a good teacher, and the influence of those characteristics on students' motivation to learn.

Definition of Concepts

Before starting this study, I accepted three critical characteristics of good teachers which surfaced in the literature review: caring, respect, and commitment. After analyzing my data, I found that the students perceived three other characteristics in their responses to the interview questions. The students added teacher knowledge, enthusiasm, and "fun." In reading through the relevant literature, I found that teacher knowledge and teacher enthusiasm appear frequently, but I did not find any literature that describes good teaching as "fun." The word "fun" is not commonly used in describing characteristics of good teaching in the literature. The literature refers to playfulness, enjoyment, or humor. Therefore, when discussing the students' responses, I will be using their term "fun." For the literature review, I decided to include both the original

¹ All of the names of participants and places in this study have been replaced by pseudonyms to protect confidentiality.

characteristics: caring, respect, and commitment, in addition to the new characteristics of teacher knowledge, enthusiasm, and humor.

Definition of Concepts Found in Literature

Teacher Caring. Thayer-Bacon and Bacon (1996) and Noddings (1995) agreed on three components in defining a caring teacher: being polite, being friendly, and talking with the students about their learning problems. Thayer-Bacon and Bacon (1996) described the caring teacher as a teacher who believes that learning is a continuing process where teachers and students share their experiences to learn. Thayer-Bacon and Bacon (1996) described the caring teacher as the teacher who believes that the students learn best when they can make their choices to learn in different opportunities and situations.

Noddings (1995) supported the idea of considering caring as a major purpose of schooling. Noddings (1995) argued that caring teachers are those who talk with the students about their learning problems and spend time with them to develop relationships with them. Noddings (1988) noted that teachers and students must know and understand each other, and spend time together in order to have a dialogue to build trust among them. Noddings' (1995) definition of caring emphasized the friendly relationships between teachers and students.

Teacher Respect. Noddings (1988) had her own definition of respectful teachers based on caring. Noddings (1988) wanted teachers to develop their caring into a relation based on establishing a dialogue with students to keep

them engaged and involved in the learning process as respectful human beings. According to Noddings (1988), treating students equally requires the teachers to engage in conversations with them in a similar fashion regardless to their race, gender, language, background, or academic achievement. That means that we owe human people regard universally and apart from acquired excellence. By treating students well and equally, the teachers must have positive attitudes towards students. Once teachers treat their students equally, the students ideally feel respected.

Teacher Commitment. Noddings (1989) and Ruddick (1986) agreed on two components of commitment: being passionate about increasing the students' learning, and planning for that development. Noddings (1989) described committed teachers as those who accept their responsibilities for the growth of their students.

Ruddick (1986) believed that teachers, like mothers, are required to provide two things to their students. First, teachers need to maintain and nurture their students' growth. Second, teachers have to shape acceptable human beings. Therefore, committed teachers are those who are passionate about students' learning and who plan for their development.

Students' Motivation. Seyler (1998) defined motivation as an inner drive that causes a change in behavior or attitude. Seyler (1998) argued that motivation refers to a drive or a reason for doing something that originates with

internal needs. Seyler (1998) argued that in a practical sense, the teacher's task within the environment of the classroom is to ensure as many needs of students so that students are truly free to be curious and explore.

Zahorik (1995) noted that "interest is critically important if students are to extend their understanding through activity, because if they are not interested in the activity, they will not participate to a sufficient extent" (p. 20). Cooperative relationships are respectfully considered in an effective classroom, and student motivation is critically important to good teachers.

Definition of Concepts Found in Student Interviews

Teacher Knowledge. Banner and Cannon (1997) described knowledgeable teachers as those who master their subjects, embody the act of learning, convey the love of learning to their students, remain open to learning from their students, provide the basis for independent thought, and evaluate their students' learning. Teachers' knowledge is organized into managing the class and representing and enacting the curriculum. Pre-service teacher education should be focused on subject matter, child development, communication skills, and other leadership skills. In addition, in-service teachers need to have continuing education in which they learn more about interaction with the staff and students, and learn from the social systems of their schools.

Schubert (1986) listed several components of teachers' knowledge. He emphasized that the teachers need to learn "(1) active learning time, (2)

feedback and corrective procedures, (3) instructional cues, (4) continuous programs of instructional evaluation, (5) direct implications for teaching and learning that support such classroom climate variables" (p. 392). Banner and Cannon (1997) and Schubert's (1986) definition had two major components of knowledge: what to teach and how to teach. In other words, knowledgeable teachers are experts in their disciplines, and they are skillful in using appropriate teaching methods.

Teacher Enthusiasm. Gehrke (1979) described enthusiastic teachers as those who do not point to the inflexible housekeeping and scheduling duties they have, the unchanging nature of the content they teach, and the shallowness of their students. According to Gehrke, teachers are excited when they avoid thinking about their daily routine and the shallowness of their students, and they are exciting when they feel happy and enjoy teaching.

Teacher Humor. Banner and Cannon (1997) described humorous teachers as pleasurable teachers. Those humorous teachers feel pleasure as well as give it in their classes. They (1997) listed six components of humorous teachers. First, humorous teachers create an enjoyable classroom atmosphere. Second, they encourage humor in the class. Third, they enjoy teaching and learning. Fourth, they encourage students to overcome learning difficulties. Fifth, they are proud of the success of their former students. Sixth, they enjoy their students' success.

Research Questions

In this study, I focused on the following four general research questions:

1. What characteristics of Mrs. Julia's teaching do 12th grade students in Montana High School perceive to help them to be engaged in their learning? How do these students perceive that these characteristics influence them in their learning?

2. Do students perceive that Mrs. Julia cares about learning? How do they perceive this characteristic influences their motivation to learn?

3. Do students perceive that Mrs. Julia respects them as students? How do they perceive this characteristic influences their motivation to learn?

4. Do students perceive that Mrs. Julia is committed to their learning? How do they perceive this characteristic influences their motivation to learn?

Summary

Good teachers who are caring, respectful, and committed provide a good learning environment for active learners. Good teaching characteristics motivate students to learn. The purpose of this study was to find out the perceptions of students about the characteristics of good teachers and how those characteristics relate to the student motivation to learn. By focusing on a case study of Mrs. Julia as a good teacher, this study provides student and teacher interviews and class observations. This study provided the answers to two

questions: How do students perceive good teaching characteristics, and how do those characteristics of good teaching influence their motivation to learn?

The next chapter provides a review of relevant literature that supports the topic of this study. The need for this study and the statement of its problem evolved from reading through that relevant literature. Through teacher's role, students' perceptions, characteristics of good teachers, and case study methodology, chapter two provides a rich review of relevant literature that sets a base for this study.

CHAPTER 2

REVIEW OF LITERATURE

Being an engaged learner may be motivated by several sources. Motivation may come from textbooks, curriculum, school activities, school policies, or other sources. Also, the people who participate in schooling might influence that motivation. Besides principals, staff, and students, teachers might affect students' motivation to learn. This study was designed to explore students' perceptions of their teachers' characteristics, actions and attitudes as a method for understanding how the actions and attitudes of the teachers' influence the motivation to learn.

This chapter is organized into five sections. The first section provides a literature review of the role of teachers. The second section organizes research on students' perceptions of teachers and teaching. The third section describes the research on six good teaching characteristics that are linked to motivating students: caring, respect, commitment, knowledge, enthusiasm, and humor. The fourth section reviews literature about the student motivation. Finally, the fifth section describes the literature on case study as a method of research.

Teacher's Role

Teachers are influential figures in schools. They can play a strong role if they know their students' needs and abilities. In sharing the learning process with their students, the teachers can excite students and support their active learning. Tukman (1995) defined good teachers as "those teachers whose students learn and grow most" (p. 127). Teaching requires preparation and specific skills to provide guidance for the students' learning. The teacher's roles are to create the learning environment, to be a good role model, and to encourage the students' learning.

Setting Learning Environment

In evaluating their teaching performance, teachers may reflect on their responsibilities towards their students. Boy and Pine (1987) argued that "the evaluation of a teacher's role demands that the teacher examines daily responsibilities and separates the important from the trivial, that is, those that serve students from those that are unrelated to students' needs" (p. 107). Banner and Cannon (1997) called sustaining the students' learning, "pleasure" (p. 124). They believed that creating an atmosphere that provides for the enjoyment of learning could encourage students to learn themselves and have a positive experience.

Wubbels (1990) used a questionnaire to investigate students' perceptions about their teachers in affective and cognitive domains. In that study, the teachers' communication was emphasized. In another study, Amos (1987) found that students emphasized two major points in describing their teachers. All of the students in the study thought that the teachers' attitudes toward the students and the manner of presenting class work seemed very important because positive attitudes make them eager to learn and the good organization of the class suits their active participation. The students thought that these two characteristics were more important than actual book learning. As parts of the learning environment, the communication between the teachers and their students, their attitudes toward the students, and the presentation of the class work are important.

Being a Role Model

Bergem (1992) stated that "the teacher should be a role model for the students" (p. 358). The teacher is considered a role model given his or her exemplary behaviors. Although high school students are about to be adults, they still look at their teachers as role models.

McCabe (1995) discussed the results of interviewing twelve junior high school students to find out who they thought were the best teachers. One of her conclusions was that the best teachers were those who care about the subject matter, as well as the students themselves. That led her to recommend further

studies about the teacher as a role model for students. Darling-Hammond (1998) supported McCabe's study by repeating similar findings, noting that "teachers need to be able to inquire sensitively, listen carefully, and look thoroughly at student work, as well as structure situations in which students write and talk about their experiences" (p. 7). The teacher who is a good role model should be caring about both the students and the subject matter.

Encouraging Knowledge

Teachers should be experts in their subject matter. The expertise of the teacher should drive students to learn and acquire valuable knowledge in classrooms. The students might provide uncertain answers or incorrect responses in their classes, but the teachers should have the willingness and ability to let the students learn from their mistakes. McKeachie (1986) noted several points about the role of teaching. He said that the teachers need to specify their goals and the tasks to achieve in their classes. In addition, they need to notice any mistake or uncertainty in the students' responses or comments. Finally, the teachers need to provide some activities that sustain the students' learning.

Students' Perceptions

Students' perceptions are important to teachers because they help teachers to understand students' motivation to learn. Through the students' point

of view and expressing their perceptions, their voices are recognized. The relationships between students and teachers and the rating of the teachers can reflect the students' perceptions about their teachers.

Relationships between Student and Teacher

There are reasons to listen to students' perceptions about their teachers. Whether students are satisfied with their teachers or not, the relationships between students and their teachers can be used to improve teaching. Turley (1994) argued that:

There are several compelling reasons for listening to what students have to say about teaching and learning. First, we can increase our awareness of how students perceive the social reality of the classroom and come to know the world of school through the eyes of students. Second, there are important implications to be made between student perceptions of what works in classrooms. A third reason to be concerned with students' perceptions of effective methods of teaching is that it is an important piece in the puzzle researchers and practicians are jointly and continually constructing in the effort to create effective classroom environment. It provides information from the point of view of the major dependent variable in the classroom, that is, from the student who is the beneficiary of the process-taking place in the black box of the experiment called schooling. Finally, listening to the voices of students validates them as partners in the educational process. It gives students a share in the management of the learning environment by including the student voice in the analysis of data that leads to decision-making (p. 3).

As partners, students share with teachers the learning process. Therefore, the relationships between students and teachers are important and should be strong.

In his study, Beelick (1973) interviewed 194 high school students. Beelick (1973) analyzed his data and developed a general statement. He noted that:

The results reveal that the major sources of student satisfaction with school are achievement, recognition, the school work itself, and school activities, and the major sources of student dissatisfaction are the teachers' behavior, school policy and administration, and interpersonal relations with peers (Beelick, 1973, p. 22).

So, good relationships between students and teachers are essential.

Rating the Teachers

In order to find out students' perceptions, researchers had to use several methods and tools. One of the ways to know about students' perceptions was interviewing the students. Those perceptions might be about the teachers' personalities, actions, appearance, or other characteristics.

Tuckman (1995) argued that in the K-12 education, the students' rating of their teachers is not common but it is common in adult education. Because the students see their teachers and observe them every day, the students' rating may indicate their teachers' characteristics. Belton (1996) suggested that volunteer students could observe their teachers and rate their teaching characteristics. Volunteer students can speak with other students to detect some of the aspects of their teachers' characteristics such as enthusiasm and respect towards the subject matter, as well as the students.

Students describe the teachers as mean, boring, uncertain, rigid, quiet, unfair, unfriendly, unenthusiastic, humorless, or other negative characteristics. On the other hand, students may describe their teacher as nice, not boring, certain, kind, fair, friendly, enthusiastic, warm, or other positive characteristics. Whether or not, the students' perceptions are accurate, those perceptions should be recognized and analyzed as an indicator for rating the teachers.

Characteristics of Good Teachers

In an ideal schooling, teachers participate and enjoy their privileges in a very balanced way. They do not humiliate students because of their position and power. In schooling too, caring, respectful, committed, knowledgeable, enthusiastic and humorous teachers are good teachers.

Caring, Respectful, and Committed Teaching

The three characteristics of caring, respect and commitment to teaching are very overlapping. Each of them has two sides: emotional and behavioral. Therefore, caring, as well as respect and commitment, are attitudes as well as exemplified by behaviors.

Caring Teaching. Beck (1994) described caring as an attitude and an action. In describing the activities of caring people, she argued that "they are (1) receiving the other's perspectives; (2) responding appropriately to the awareness

that comes from this reception; and (3) remaining committed to others and to the relationship” (Beck, 1994, p. 12). To receive the other’s perspectives, teachers need to listen to their students, understand them, and respond to their needs. To continue that caring action, teachers have to feel committed to their students to continue reacting to them in a proper way. In addition, Thayer-Bacon and Bacon (1996) noted that:

Caring professors believe that knowing is a continual process to which people contribute. They believe that all of us are partial, limited, social beings who need each other to become aware of our own contextuality. They believe that people learn best in situations where they have the opportunity to make choices, and have control over their learning, when the curriculum is student centered and the methods of instruction encourage students to be engaged learners (p. 267).

Beck (1994) commented on Noddings’ discussion of caring teachers, noting that caring enhances the consideration of the students’ needs whether they are subjective or objective. That positive reaction to the students’ needs is crucial to building caring communities in schools. To react to the students needs, teachers and educators first have to perceive those needs. As a result of caring teaching, students’ ethics grow and their minds become more ready to learn as Buber (1965) argued. Buber (1965) noted that students who are cared for by teachers feel at ease in recognizing their identities as active learners in school.

Good teachers are caring teachers who listen to their students and involve them in the learning process. Gould (1996) argued that “teachers who talk with children about a piece of literature or writing need to give children a chance to explore half-formed ideas and to expand their understanding of their own writing

or literature through hearing other's interpretations" (p. 95). For Gould, the caring attitude of the good teachers makes their students more involved and engaged in the learning process.

Respectful Teaching. Respectful teachers care about their students and treat them as their partners. After knowing their students' needs, respectful teachers treat their students well and equally and encourage them to be active thinkers and learners in their classrooms. Thayer-Bacon (1993a) noted that:

Teachers need to act as partners and coaches, not judges; they should get to know their students better, in smaller classroom settings, where the opportunities to express concern and nurturance toward students, as well as the possibilities of teaching them reasoning skills, are greater. Teachers need the courage to think out loud with their students, and to provide models of thinking as a human, imperfect, and attainable activity (p. 339).

By creating learning opportunities for students, good teachers act as respectful leaders. To create learning opportunities, the good teacher's role is to plan, guide, and facilitate students' learning. Berman (1987) argued that:

The task of the caring teacher, therefore, is to create settings that possess stimuli for the building upon and negotiating of personal knowledge, to create concern for the common good as individuals pursue personal meanings, and to create bondings with schools or classrooms so that mutual as well as individual pursuit of truth occurs (p. 206).

As Berman (1987) argued, teachers need to respect their students' ability to accomplish a high level of knowledge as well as personal meaning.

Committed Teaching. To feel responsible toward their students, teachers should commit to their students and to their jobs as leaders. Noddings (1989)

argued that "there is considerable evidence that women teachers are deeply committed to their work with students" (p. 22). Whether or not there is a difference between men and women in commitment, all teachers need to be very committed in their teaching.

By providing the best learning environment, teachers are committed and careful to watch for the growth of their students' development. Drucker (1993) believed in commitment as part of a modern society. Drucker (1993) argued that:

Loyalty from now on cannot be obtained by the paycheck; it will have to be earned by proving to knowledgeable employees that the organization, which presently employs them, offers them exceptional opportunities to be effective. Not so long ago, we talked about "labor," increasingly; now, we are talking of "human resources." This implies that it is the individual knowledgeable employee who decides in large measure what he or she will contribute, and how great from his or her knowledge can or should be (p. 66).

Drucker (1993) meant to stress the importance of encouraging committed employees who are considered a valuable human resource in their organizations, schools, and workplaces.

The other component of commitment is the notion of continuity of caring and respect. Noddings (1992) looked at the teachers' responsibilities as broader, deeper, and more ambiguous than accountability, and this perspective describes commitment in interpersonal relations more accurately. One of her suggestions is that teachers should continue their educational duties at the lunchtime. She (1992) noted that:

Families that take personal responsibilities for educating their children often make mealtime an important educational event. It is a time when the day's experiences are recounted with enthusiasm or

sympathy or apology; when moods are assessed; when world, community, and family affairs are discussed; when family work and vacation plans are debated; and, even, when specific information is proffered and skills demonstrated (Noddings, 1992, p. 65).

Noddings (1992) stressed that the students' families respect the mealtime as an opportunity to educate their children during that time. To continue this practice at school, committed teachers should join their students at lunchtime to continue supporting interpersonal relationships.

Knowledgeable, Enthusiastic and Humorous Teaching

Teachers are considered experts in their subject matter, but they might be unenthusiastic and boring. Knowledgeable, enthusiastic, and humorous teachers provide a good educational environment that makes students attracted to their schools and involved in the learning process.

Knowledgeable Teaching. Noddings (1992) noted that:

Although I agree that teachers need to know much more than most currently do, I have argued that the superbly well-trained capacity for inquiry and a Socratic willingness to pursue wisdom. This means that teachers have to know their subjects so well that they can spot and encourage promising approaches in their students and not be overcome, out of ignorance, by the need to control. It means also that teachers should be willing to discuss matters on which they have had no specific training -- all the matters pertaining to human existence -- and help students to create and learn powerful methods of investigation (p. 178).

Therefore, in preparing teachers for their jobs, skills and information are central to their preparation. In teacher education, teachers receive knowledge of the subject matter as well as teaching skills.

Berman (1987) noted the necessity of teachers who are concerned about more than just getting across the facts of the text. In other words, teachers prepare themselves for modeling, dialogue, practice, continuity, reflection and confirmation of their subject matter.

Knowledgeable teachers know how to teach and what to teach. Therefore, they need to know about their students as well as about their surrounding world. Knowledge in action is the best way to recognize teachers' pedagogical knowledge. Gideonse (1984) listed many kinds of decisions that teachers need to make to be successful teachers. First, they need to know curriculum content. Second, they have to know how to motivate their students to learn. Third, they have to know the instructional and evaluation process. Fourth, they need to know how to manage their classes. Thus, the knowledge that teachers need to know is not only about their disciplines, but also about the technical methods of teaching, testing, and other related rules and regulations. To acquire the best teacher knowledge, teachers have to learn by studying, reflecting, doing, sharing their learning, and looking at their students all of the time. In other words, "teacher education" really continues as long as the teacher stays at his or her job.

Enthusiastic Teaching. If teachers are enthusiastic and enjoy their classes, students might be motivated to learn and have "fun" in their learning.

Good teachers like their jobs and are able to teach their subjects in interesting ways.

Good (1984) believed that enthusiasm is related more to affective outcomes than to cognitive outcomes. Like any job, teaching needs enthusiasm and motivation. If teachers have enthusiasm toward their subject matter, teaching approaches, and methods, their students and their classrooms will be different from the bored teachers' classes. Simultaneously, teachers are responsible to do many things including organizing their instructional process, leading their classes, pacing their presentations, sequencing their lessons, planning their activities, and dealing with a variety of students' understandings and needs. If teachers lose their passion to teach, their students' learning might decline.

Humorous Teaching. Good teachers will be effective once they have a strong background in their subject matter and a love of teaching. Those teachers can transmit their love of their subject matter to their students. Laughter, a sense of humor and doing interesting activities in class can also attract the students to participate in the learning process.

Lieberman (1997) found many traits that are related to playfulness in teaching, including a sense of humor, kindness, sensitivity, cheerfulness, enthusiasm, laughter, active participation, flexibility, imagination, being at ease, relaxation, and entertainment. A sense of humor and the ability to perceive relationships between people or ideas, as well as the ability to communicate this perception to others, is important. Humorous teachers soothe the class

atmosphere through laughter or smiles. They have a sense of humor required to understand and enjoy messages containing humor. In schools, humor can be used in motivating the students and providing interesting classes.

Sluder (1986) believed that humor can be integrated into a disciplinary strategy. He argued that "humor, as disciplinary strategy, helps in establishing rapport while maintaining interest and can be useful in defusing anger and tension" (Sluder, 1986, p. 123). He thought that laughter is a privilege that teachers and students should enjoy. In classrooms, teachers can use laughter by telling jokes, telling stories, or providing entertaining learning activities.

Students' Motivation

A teenager may differ from an adult in behavior, attitudes, and expectations about schooling. Wiggins (1958) believed that the biological growth of teenagers makes a difference in the way they look at their teachers. In a study about the motivational procedures for instruction, Rubadeau (1984) divided the motivation styles into two. He noted that:

Motivation is from within the person and in general there are two basic types of motivation: intrinsic and extrinsic. Intrinsic does not appear to be affected by environmental factors. With intrinsic motivation the individuals maintain their drive toward some goal without any apparent reward from the environment. Extrinsic motivation on the other hand, depends on reinforcements or rewards from the environment to keep the individual working toward some goal (Rubadeau, 1984, p. 5).

Sullivan and Wircenski (1986) provided some general suggestions and tips to create a positive learning climate. They stressed the importance of the guidance

and commenting of the teachers and being sincere and dedicated teachers. They suggested providing praise and reinforcement because that could be a good substitute for correcting negative behavior. Fisher (1982) ended her study with an explanation about the role of the teachers by providing many suggestions to motivate the students. One was for the teachers to be passionate. Through loving their jobs, teachers provide interesting communities of schools. Thayer-Bacon (1993b) argued for strong relations in the community by way of schooling. She noted that:

The classroom is dependent on the individual's well being to function best. Again, there is a relationship here, there is interaction, there is interconnection, there is inter-dependency. Realizing this is the first step toward working to help build healthy democratic communities in classrooms, full of loving, caring, reasonable people who help each other and learn from each other (Thayer-Bacon, 1993b, p. 18).

In looking at these studies and others that deal with the concept of motivation in learning, human relations are important. Ralph (1989) argued that "successful teachers not only reflect upon, plan and implement specific classroom managerial strategies, but they organize and deliver clear and motivating lessons" (p. 144).

Case Study

As part of the literature review, I am providing this section about case study. In Chapter 3, I will explain the type of case study I used in my research.

To understand special people or events, case studies are significant. Patton (1990) argued that:

Case studies are manageable, and it is more desirable to have a few carefully done case studies with results one can trust than to aim for large, probabilistic, and generalizable samples with results that are dubious (p. 100).

As a qualitative research method, the case study is a thick description of a specific situation. The thickness of the description comes from the intensive emphasis on the specific situation. Patton (1990) defined thickness as describing a situation "in such a way that others reading the results can understand and draw their own interpretations" (p. 375). Thick description means an intensive and detailed explanation about a specific situation.

Characteristics of Case Study

Because a case study is a systematic and in-depth investigation of a group, a process, an individual, or a phenomenon, it produces a thick description about a specific situation. Merriam (1988) noted that "case study seeks holistic description and explanation" (p. 16).

Bogdan and Biklen (1992) described the characteristics of qualitative research. They explained the importance of the natural setting where, for instance, the study takes place in schools because the qualitative researcher is concerned with context. Patton (1990) described naturalistic inquiry as "studying real-world situations as they unfold naturally; non-manipulative, unobtrusive, and non-controlling; openness to whatever emerges lack of predetermined

constraints on outcomes" (p. 40). Bogdan and Biklen (1992) stressed the importance of the researcher as the key instrument in qualitative research.

Bogdan and Biklen (1992) argued that:

Although some people use videotape equipment and recording devices, many go completely unarmed save for a pad and a pencil. Even when equipment is used, however, the data are collected on the premises and supplemented by the understanding that is gained by being on location. In addition, mechanically recorded materials are reviewed in their entirety by the researcher with the researcher's insight being the key instrument for analysis (p.29).

They described qualitative research as thick description. The thickness comes from the corroboration of data collection and intensity of the analysis and description of a specific situation. In addition, Bogdan and Biklen (1992) emphasized the importance of inductive analysis in this kind of research. By inductive analysis, the results of qualitative study are derived by reasoning from particulars to generals. Finally, they described the meaning of the data as of essential concern to the qualitative approach. The qualitative researcher is concerned with the participants' perspectives.

Because the research questions in this study were "why" and "how" more than "what," the qualitative case study is more appropriate than rationalistic inquiry. In providing detailed data, the qualitative researcher clarifies the study's situation and its surrounding conditions. To gain detailed information about the studied situation, the open ended interview questions have to be "why" and "how," not just simple facts that can be provided by "what" questions. Yin (1994) argued that "how and why questions are more explanatory and likely to lead to the use of case studies" (p. 6). Because qualitative case studies deal with

explanation and thick description, they are intensive. Merriam (1988) argued that "the qualitative case study can be defined as intensive, holistic description and analysis of a single focused phenomenon, or social unit" (p. 16).

Merriam (1988) described four features of the case study. The first feature is that the case study is particularistic. That means that it focuses on a specific event or situation to understand it as a whole, with an awareness of the meaning of its surrounding conditions. The second feature is being descriptive, and that means that it provides a rich description that is a very detailed representation of the study. The third feature is being heuristic. That means that the reader of the case study has more illumination and understanding about the case study because of the corroboration of data collection and the thickness of the description. The fourth characteristic of the case study is that it is inductive. That means that reasoning moves from the particulars to the generals in order to understand the situation.

Analysis of Case Study

To conduct a case study, the researcher needs to utilize five components. Yin (1994) described those five components. First, Yin (1994) noted that "the case study strategy is most likely to appreciate "how" and "why" questions, so your initial task is to clarify precisely the nature of your study questions in this regard" (p. 20). Yin also pointed to the importance of the study of propositions as the second component. He said that the reason to provide those propositions is

to direct the attention to focus on specific points within the scope of the study. By initiating the case study based on propositions, the researcher bases the case study on a specific standpoint to start the research. Specifying a direction does not restrict the emphasis of the research, but it provides a starting point for the researcher to look into the situation very deeply.

Unit of analysis is the third component of the design of the case study. The selection of the unit of analysis arises out from the specification of the research questions and the primary focus of the study. By designing the research questions, the researcher addresses the analysis of the questions based on the components of those questions. The fourth and fifth components are linking data to the propositions and the criteria for interpreting the findings. These two components deal with the idea of laying out the foundation for the analysis. The data analysis is based on the propositions, research questions, and data collection themes. In applying all of the five features of the case study, the researcher provides an integrated methodology of a thick description and explanation of an event or situation.

Yin (1994) noted that "currently, there is no precise way of setting the criteria for interpreting these types of findings" (p. 26). He described the way to link theories or conceptual frameworks to the case studies. By linking theories to the case studies, the researcher produces new knowledge about that case.

One of the challenges of conducting a case study is coding the data and finding patterns. In order to organize the qualitative data, the researcher needs to put the data in categories. Those categories are codes and themes. The codes

are the tools to form and classify the data into small phrases or words. The themes are the focused topics in the research.

To find codes in the qualitative data, the researcher searches through the data for regular patterns. The codes can be parts of the patterns and themes of the research. Bogdan and Biklen (1992) described many types of codes. One of the types of coding is the definition of the "situation codes." With this type of codes, the researcher uses the subjects' definitions of the particular topics in the research. Another kind of codes is "process codes" that refer to coding words that facilitate sequences of events over time. The selection of specific kind of coding system depends on the researcher's understanding of the data and the subjects. To use any kind of coding, the researcher needs to label the data based on the codes to classify them into categories. By labeling the entire data, the researcher has an understanding about the entire data and the themes as well as the subjects. The themes of the study can be a good source of that coding system.

As a focus of a qualitative study, themes are essential at the beginning of the data collection and data analysis. Patton (1990) suggested that qualitative researchers need to rely on their understanding in creating the study themes. He argued that "because qualitative analysts do not have statistical tests to tell them when an observation or pattern is significant, they must rely on their intelligence, experience, and judgement" (Patton, 1990, p. 406). Patton (1990) recommended that qualitative researchers use different classification systems and choose one of them in finding the research patterns.

Summary

One of the characteristics of a good teacher is the emphasis of the teacher's role in facilitating students' learning. In perceiving a good teacher, the students' opinions are valuable because the students' voices must be recognized and appreciated. By providing a case study, the voice of the students about their teachers' characteristics can be recognized, understood, and analyzed.

The next chapter provides the methodology that was used in this study. I decided to use a case study methodology because of its capability to describe and explain Mrs. Julia's teaching characteristics. I used multiple interviews of the students to gather their perceptions about teaching characteristics. By using twelve study questions in interviewing six students, multiple observations and field-notes, and an interview with Mrs. Julia, I provide a thick description of Mrs. Julia's teaching characteristics.

CHAPTER 3

METHODOLOGY

This study was based on the four research questions laid out in Chapter 1 (see pages 10-11). I investigated students' perceptions of Mrs. Julia's caring, respect, commitment, and other teaching characteristics. In addition, I asked students about the influence of Mrs. Julia's teaching characteristics on their motivation to learn. To investigate the students' perceptions and ask them about their motivation to learn, I chose to follow a specific educational research paradigm. Educational research tends to fall within two paradigms of research: quantitative or qualitative. To decide which paradigm to use, I needed to understand the nature and the purpose of my study. Mostly, a quantitative study seeks generalization over its population. In the case of a qualitative study, the research focuses on one event or situation, but in an emphasis on thickness of description. In this study, I used qualitative research because I wanted to find out the perceptions of small number of students within a specific context, because I wanted to gather and provide a detailed description of a specific setting and group of people.

This chapter is organized into six sections. The first section explains the preparation for the study. The second section provides the setting of the study and the participants of the study. The third section describes the methods of data

collection. The fourth section states the analytic techniques. The fifth section describes the analysis of data. Finally, the sixth section specifies the limitations and delimitations of the study.

Preparing for the Study

In the Fall of 1997, and the Spring of 1998, I spent my internship at Montana High School observing and interviewing 12th grade students. An internship is gaining practical experience in an educational institute or school. In the Fall of 1997, I spent four hours a week in the school observing several classes and interviewing two 12th grade students for six weeks. In the Spring of 1998, I spent two hours a week observing two of Mrs. Julia's classes and interviewing several 12th grade students from her classes every week.

Although the principal, Mrs. Julia, and other teachers knew me, I needed an official permission to conduct my case study. To acquire access to the setting of my research, I needed to get permission from the Public School Superintendent's office. At the beginning of July 1998, I arranged an appointment with the assistant superintendent to meet him and talk about my study. At that meeting, I received an oral permission to conduct my study at Montana High School. Just before starting my interviews and observations, I designed consent forms for the assistant superintendent, the principal, Mrs. Julia, and the six students. Each one signed the consent form (see Appendices D, E, F, and G).

Rapport with the assistant superintendent, the principal, the staff, the teachers and the students was very important to gather my data and make my interviews and observations easier.

Researcher Positionality

One major reason to choose a case study method in this study was my own interest and desire to conduct a study about high school students' perceptions and connect it with an actual application of teaching. I spent ten years in my country, Saudi Arabia, teaching biology in high schools. The educational system I was involved in was different from the educational system in the United States. Because I got exposed to a new educational system, a new life style, and a new philosophy of education, I became interested to test my educational beliefs in studying a case of a "good" high school teacher. In this case study, I used my outside views, as an international student, to investigate an actual model of a caring teacher who represented a "good" teacher in a public high school.

Once I arrived in the United States, I started thinking about my own experience in teaching in high schools in Saudi Arabia. After more than six years, I found myself in a position where I knew about myself, my country, my culture, and my own experience in teaching in high schools. My own experience and cultural background were appropriate to conduct this case study and analyze its findings from a grounded perspective. As I expected, I gained very rich

knowledge in studying Mrs. Julia's teaching characteristics by using her students' perceptions.

To gain that rich knowledge, I decided to investigate the perceptions of high school students about one teacher, Mrs. Julia. Because the study needs an actual application to understand it, I chose to do my case study about a teacher that I knew personally and who is believed to be a good teacher in Montana High School by the principal, other teachers, and students. In the United States, I wanted to investigate the basis of the premises and assumptions of a good teacher.

Because of my unique background in teaching high school students in Saudi Arabia, and because my interest was to test my beliefs about the concept of a good teacher, I conducted my study that was about Mrs. Julia. She was a good match for my case study because of her good teaching characteristics.

Setting and Selection

Montana High School

The case study I conducted was located in Montana High School, which is located in a small city of about 30,000 people in the state of Montana. The city includes a campus of a main university that has about 11,000 students. This university is the major employer in this city. Montana High School is a four-year, comprehensive public school with an enrollment of about 1,700 students for the

year 1998-1999. The Northwest Accrediting Association and Montana Office of Public Instruction accredited Montana High School. In 1993, the United States Department of Education honored Montana High School as a School of Excellence. It also received this award in 1989. In 1994 and 1996, Redbook magazine named Montana High School as one of American's best schools in its "Best of the States" program. The professional staff is composed of about 130 certified personnel, including four administrators.

The academic calendar of Montana High School has 36 weeks with seven class periods per day. The length of class period is 50 minutes. Every class meets five times per week. A unit of credit is earned when a student successfully completes one course over the period of one year. One-half unit of credit is granted upon the successful completion of one semester of any course. Students in my study have a GPA that is provided cumulatively from 9th through 12th grades.

Ethical Considerations

In this study, I addressed many ethical considerations in conducting interviews with the students. One of the ethical concerns was selecting the place and time to interview the students. That location needed to accommodate the students, their parents, the principal, and myself. Because I did not want to interrupt the students' classes, I met them during their study hall periods. The principal and I decided on the meeting room. Another ethical concern was the

confidentiality of the students' answers, the teacher's name, and other names such as the school name, so, I used pseudonyms. I created consent forms to use with the students, Mrs. Julia, the principal, and the assistant superintendent. Although most of the participants are adults, they needed to sign the consent form to be clear about our responsibilities and duties.

Purposeful Selection

In this study, I decided to use what is called a purposeful sample. Patton (1980) argued that "the purposeful sampling is to select information-rich cases whose study will illuminate the questions under the study" (p. 169). My participant selection was carefully designed.

Teacher's Selection. Because 12th grade students have had a long experience in schools, I wanted to select them rather than other high school students. In addition, I had ten years of experience in teaching biology to 12th grade students. In Montana High School, there were three classes that most of their students were 12th grade students. These classes were Advanced Placement (AP) psychology, AP US history, and AP English. Because the principal, teachers, and students told me that Mrs. Julia was an exceptional teacher, I wanted to do my case study about her teaching characteristics.

The first time I heard about Mrs. Julia was in the Summer of 1996 when a professor at a local university described Mrs. Julia as one of the greatest

teachers in town. Because of that, I spent ten weeks observing two of her AP psychology classes in Spring of 1998. The principal of Montana High School and two of the teachers also recommended Mrs. Julia to be observed as an excellent teacher. Besides, I knew that she received many awards such as the Graduate Achievement Award, from the Montana State Foundation, in 1993; Outstanding Graduate Student, from the Department of Education, Montana State University, in 1993; AA Coach of the Year, from the Montana Forensic Educators, in 1987; Who's Who in Education, in 1986; and Who's Who Among Young Professional Woman, in 1981. Because of her great accomplishments and because she is an excellent teacher and has a very good reputation, she usually had observers in her classes. Mrs. Julia had four sections of AP psychology in the calendar year, 1998-1999.

Because of her good reputation, my personal relationships with her, and because she was teaching AP psychology that was designated only for 12th grade students, I decided to elect her to participate. She consented to be in the study and welcomed me.

Students' Selection. Montana High School is a four-year school; there are four grade levels, 9th, 10th, 11th, and 12th grades. In the third week of October 1998, I attended the four AP psychology classes that Mrs. Julia taught. Because I had to get to know the students, Mrs. Julia introduced me to them. The reason for getting familiar with her students was to build some rapport and trust from the beginning of my case study. In the fourth week of October, 1998, I advertised for

student volunteers to be interviewed for my case study. I did not tell them my personal thoughts about Mrs. Julia or other educational thoughts that might influence their responses. I chose the first six volunteer students who met the criteria. All of the six students were from one AP psychology class that was taught by Mrs. Julia.

In this study, I considered age, ethnicity, gender and length of time in Montana High School as criteria for students' selection. Regarding age, all six students were at the same age, 17-18 years. Regarding ethnicity, I selected white students because most of the Montana High School students were Caucasians. To have a balanced number of genders, I selected three boys and three girls. To avoid students who transferred from other high schools, I selected students who spent the 9th, 10th, 11th, and 12th grade in Montana High School. The first six students who met the criteria were my selected students. They were Jim, Sue, May, Joy, Max, and Day.

Methods of Data Collection

General Procedure

Before starting my case study, I developed the research questions and the interview questions.

Developing Research Questions. In this study, I started developing the research questions based on my readings in the relevant literature. I started the

research questions by focusing on the idea of human relations between high school teachers and their students. I came up with many questions that dealt with human relations between the teachers and the students.

Because I asked the original questions in my pilot study during my internship at Montana High School, I decided to reduce them to four research questions. The first research question deals with general characteristics of Mrs. Julia that motivate the students to learn. The second question was about the influence of her caring on the student motivation to learn. The third question was about her respect and its influence on the students' motivation to learn. The final research question deals with the commitment of Mrs. Julia that influences the student motivation to learn.

The commonly used methods in qualitative studies are interviews and observations, and therefore, I decided to use those two methods. In qualitative studies, providing rich data is very important to make any qualitative study thick in description and explanation. Therefore, I used participant personal information, Mrs. Julia's interview in addition to the student interviews and my observations. In this study, I used two methods to collect my data; I interviewed the students and Mrs. Julia, and observed them in class to corroborate their experiences.

A number of qualitative research tools were utilized to develop a case study. Bogdan and Biklen (1992) described five major types of case studies. Because I had to choose one type case of study, I had to understand each type. The first type of case study is called historical organizational case study, where the researcher concentrates on a particular organization over time to study

change and development over time. The second type of case study is called observational case study, where the researcher uses observation as the major data collection tool. The third type of case study is called life history case study where the researcher interviews an individual asking him or her about his or her life history. The fourth type of case study is called modified analytic induction case study, where the researcher gathers and analyzes data to develop a theory and use it. The fifth type of case study is called constant comparative case study, where the researcher collects data to develop codes and themes through the time of data collection in order to develop new codes and themes by the end of data collection. Glaser and Strauss (1976) described characteristics of this kind of case study. They argued that looking for key issues in the data begins after starting the data collection. In addition, searching for new incidents and issues that come from the data opens the opportunity to discover new themes and codes based on the data themselves. Moreover, engaging in coding does not mean not to focus only on the core categories and themes that the researcher selects before his or her study. Because my study fits the last type of case study, constant comparative analysis case study, I chose to use it in my study.

Multiple Interviews

Bodgan and Biklen (1992) described open-ended interviewing as a way to collect data and analyze them in an efficient inductive way. They describe this method as modified analytical induction. This descriptive study matches what

Gay (1981) believed. Gay (1981) noted that "a descriptive study determines and reports the way things are. One common type of descriptive research involves assessing attitudes or opinions towards individuals, organizations, events, or procedures" (p. 12). Therefore, I used interviews to collect my data about the students' perceptions of Mrs. Julia's characteristics.

Because the research questions were not to be used in the interviews directly, I generated 12 questions from those four research questions. Each of the four research questions was covered by three interview questions. Because this study was about one teacher, I modified the questions to be asked about one teacher.

Interview Questions. In this study, I used the following interview questions:

1. How do you describe Mrs. Julia as a teacher?
2. In your opinion, what characteristics of Mrs. Julia's teaching motivate you to learn?
3. How do Mrs. Julia's teaching characteristics influence your motivation to learn?
4. How do you know whether or not Mrs. Julia cares about your learning?
5. What specific things does she do in her teaching that show that she cares about your learning?
6. How do these characteristics of caring influence your motivation to learn?

7. How do you know whether or not Mrs. Julia respects you as a learner?

8. What specific things does she do in her teaching that show that she respects you as a learner?

9. How do these characteristics of respect influence your motivation to learn?

10. How do you know whether or not Mrs. Julia is committed to you as a learner?

11. What specific things does she do in her teaching that show that she is committed to you as a learner?

12. How do these characteristics of commitment influence your motivation learn?

The nature of this study inquires about human perceptions that are often associated with the affective domain. Therefore, I preferred to interview the students to gain more direct and immediate information. I started my questions by asking the students about their opinions about Mrs. Julia's teaching, and then I narrowed down my questions to focus on three characteristics that surfaced in the literature: caring, respect and commitment of Mrs. Julia's teaching.

Table 1. Time Frame for Asking Interview Questions.

Weeks	Research questions	Interview questions
1 st week of October, 1998	1	1
2 nd week of October, 1998	1	2, and 3
3 rd week of October, 1998	2	4, 5, and 6
1 st week of October, 1998	3	7, 8, and 9
2 nd week of October, 1998	4	10, 11, and 12

The order of the 12 questions is noted in Table 1. Questions 1, 2 and 3 cover the first research question, which is about the students' opinions about Mrs. Julia's teaching in general. Questions 4, 5 and 6 cover the second research question which is about Mrs. Julia's caring in teaching. Questions 7, 8 and 9 cover the third research question, which is about Mrs. Julia's respect in teaching. Questions 10, 11, and 12 cover the fourth research question which is about Mrs. Julia's commitment in teaching. All of the 12 questions were asked in five weeks. In following that plan, I had spare time to go through follow-up questions and comments during and between the interviews.

During the students' study hall periods, I interviewed each student individually in a room that the students, the principal and I agreed on. I spent 30-45 minutes with each interviewee every week. I continued interviewing the students for seven weeks. I used a tape recorder to tape the interviews, and then I transcribed them.

In my study, I planned to interview six students, three boys and three girls to look at the patterns of their perceptions toward the teacher of their AP psychology class. Because of my intent to get a selection that has rich information about the topic of the study, I preferred to interview no more than six students in seven weeks. I expected to have all the six students complete their interviews. However, I ended up completing the interviews with only four students, three girls and one boy, Sue, May, Joy, and Jim who completed all five of the interviews. Max completed two interviews and Day had only one interview.

In this study, I completed interviewing four students who answered 12 questions in seven weeks. The 12 questions represent the four research questions of this study. In the first week, I asked the students the first question. In the second week, I asked them the second and the third questions. During the following weeks, I asked them three questions each time. I started my first interviews by asking all of the six students the first question. Then, I decided to ask the second and the third questions at once to increase the students' ability to connect more than answer together. During the last three interviews, I decided to ask three questions at once to gain more integrated responses dealing with one theme at once: caring, respect or commitment.

Since the hall study period is 50 minutes, I decided to reserve at least 30 minutes for interviewing the students in their hall study periods. Thus, I decided to have a maximum of three questions at each meeting, and 15 minutes for each question. Because the questions were open-ended, the students spent a long

time answering each question. Therefore, 15 minutes was enough to cover each answer of each question.

I could not force Max and Day to complete all of the interviews. Max had problems with his attendance at school, so he decided to cancel his interviews with me to catch up on his missed classes and assignments. Day had an injury while he was practicing sports at school and missed some classes and assignments. Therefore, Max and Day refused to continue their interviews.

Observations

The idea of adding the observations to the multiple interviews was to enrich the data and to provide more insight and understanding about the students' perceptions. During the interviews, I conducted seven observations of the class. In doing that, I corroborated my experience with the experiences of the students and Mrs. Julia.

I observed Mrs. Julia's AP psychology class once a week for seven weeks. Patton (1980) noted that "the purpose of the observational data is to describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities, and the meanings of what was observed from the perspective of those observed" (p. 202). Because the class is 50 minutes long, I followed a specific order to write my field-notes. I wrote my field-notes every 10 minutes by dividing the class time into five sections (8: 35-8: 45, 8:45-8:55, 8: 55-9: 05, 9: 05-9:15, and 9:15-9:25). I wrote different

field-notes in my observations to describe the activities that Mrs. Julia was doing and the interactions between Mrs. Julia and her students. In addition, I quoted some of the words used by Mrs. Julia and the students. During the observations, I avoided talking with Mrs. Julia or the students to free myself to observe and write down my field-notes. Most of the time, I sat at the back of the class and tried to observe the entire class atmosphere, without interacting with it.

In this study, I focused on the students' behavior and their reactions, keeping in mind the three original characteristics and their influence on students' motivation to learn.

Time Frame for Data Collection

In this case study, time was a big concern because of my busy schedule, the students' schedules, and Mrs. Julia's schedule. In addition to time, organizing a place to meet was very difficult because there were many administrative meetings and activities that needed meeting places and there was a shortage of them in the school. In spite of the time constraints, I conducted 7 observations and 23 interviews starting in October, 1998, and finishing in December, 1998.

Table 2. Time Frame for Data Collection.

Weeks	Collected data
1. 4 th week of October, 1998	1 st observation
2. 1 st week of November, 1998	2 nd observation, and 1 st student interviews
3. 2 nd week of November, 1998	3 rd observation, and 2 nd student interviews
4. 3 rd week of November, 1998	4 th observation, and 3 rd student interviews
5. 4 th week of November, 1998	5 th observation
6. 1 st week of December, 1998	6 th observation, and 4 th student interviews
7. 2 nd week of December, 1998	7 th observation, and 5 th student interviews
8. 4 th week of April, 1999	Students' personal information
9. 1 st week of May, 1999	Mrs. Julia's interview
10. 2 nd week of May, 1999	Mrs. Julia's personal information

As noted in Table 2, I started collecting data for my study in October, 1998, and finished the data collection in May, 1999. I started the class observations in October 1998, and finished them in December, 1998. I started the student interviews in November, 1998, and finished them in December, 1998. I wrote the students' personal information in April, 1999. The last piece of my data was Mrs. Julia's interview, which I conducted in May, 1999.

Because Mrs. Julia had other observers in her classroom at the same time period, she did not want to have me in her classes except on Fridays. As Table 2 shows, I conducted the first observation in the fourth week of October 1998. The other observations were in November, and December, 1998. On the last day of each week, I observed the AP psychology class once. Because I needed to

conduct one observation each week, I conducted five observations in addition to one observation before the first interview and one after the last interview.

Because all of the six students were in the same class that taught by Mrs. Julia, I observed that class seven times in seven weeks.

I spent five weeks in interviewing the students. The reason for spending five weeks in interviewing the students was because I needed five meetings to go through the interview questions. In every week, I had an interview with every student for at least 30 minutes. During the first week, I interviewed six students. At the second week, I interviewed five students. During the last three weeks, I interviewed four students each week. In addition to the student interviews, I interviewed Mrs. Julia once for about an hour. In that interview, I asked Mrs. Julia about her opinion of caring, respect, and commitment for her teaching and their influence on the students' motivation to learn. The total of the interviews was 24 interviews (23 student interviews and one of Mrs. Julia's). The average length of each interview was 40 minutes and an hour for Mrs. Julia's interview.

There were five reasons for interviewing the students and observing their class for seven weeks in November and December, 1998. First, I needed five interviews to ask my interview questions, so I interviewed each student once a week. Second, I started interviewing the students in the beginning of November, 1998 because they needed at least a month to know Mrs. Julia's teaching characteristics and to know me. Third, I started my observations a week before the first interview to have a general understanding about the class before I interviewed the students. Fourth, I avoided interviewing the students during the

week of Thanksgiving because most of them missed that week. Fifth, I interviewed the students and observed the class in the first semester of 1998-1999 calendar year, and saved the second semester for any follow-up data collection. Indeed, I needed more time to give the students copies of their transcribed interviews to review them. Furthermore, I sent them a form to clarify personal information such as their pseudonym names, age, and other pieces of personal information. With Mrs. Julia, I needed to interview her and ask her to complete another personal information form. All of that follow-up data collection took place in the second semester of 1998-1999 calendar year.

Analytic Techniques

Themes

My data themes came from the literature review and my raw data. I started with four themes of caring, respect, commitment and motivation, and then I was open to add more themes. In theme developing, I was adding new themes over the time of collecting and analyzing data. Patton (1980) argued that "the point is that one must have some initial framework for managing the voluminous data collected during fieldwork" (p. 377). Themes were developed from the beginning of my analysis, so I kept reviewing them frequently. In constant comparative analysis case study, theme development starts from the beginning of data

collection and continues throughout out the data collection and analysis, and that was what happened in my study.

Data Coding

In this study, I started thinking about my data's codes very early and I did not wait to the end of the data collection. While I was interviewing the students, making the observations, and organizing the data into files, I started thinking about the codes. At that time, I was able to think about the primary codes of the data in order to reveal patterns, themes, and concepts embedded in the students' responses and my field-notes. As Patton (1980) suggested, I utilized common phrases and notions to analyze my data. Patton (1980) noted that "a good place to begin inductive analysis is elucidation of key phrases or terms used in a program" (p. 390). He explained the common words and phrases that are used in the study in order to organize the data based on those common names and phrases. In utilizing those common words and phrases, I labeled my data. In my study, I labeled the data and classified them based on the themes, the numbers of the interviews, observations, and the names of the students.

Data Analysis

As I planned, at the end of the first week of November, 1998, I finished reading through the data, writing the observations, and transcribing the interviews. In January, 1999, I started reading all of the data at once. In two

months, I read through all of data and organized them in computer files as well as in paper files. The data analysis started while I was collecting the first components of the data. Therefore, I was transcribing the data word by word to be ready for the analysis. From that verbatim data, I developed patterns of analysis. Because I started very early in the data collection process by thinking about the codes, themes, patterns, and concepts, I was able to discover each person's uniqueness and draw a clear picture of Mrs. Julia's teaching characteristics.

To develop patterns that fit the students' behavior and perceptions about Mrs. Julia's behavior, I relied on my own understanding of the data. The notion of fitting things together and providing convergence of the data was very problematic, but I solved that problem by reading the data from the beginning. Patton (1980) argued that "the qualitative analyst's effort at uncovering patterns, themes, and categories is a creative process that requires making carefully considered judgments about what is really significant and meaningful in the data" (p. 406). Creativity in analyzing the data provides more understanding and integration among the components of the data. To be creative in my data analysis, I compared and contrasted the themes of data.

Through my data analysis, I was interpreting the data and using tables and summaries to organize my thoughts and interpretations. In addition, I created many tables to demonstrate more connections and relationships among my data components. In displaying those tables, the reader understands more about my

study. After the data analysis, I provided my findings, conclusions, implications and suggestions.

Limitations and Delimitations of the Study

1. The participants in this study were limited to Mrs. Julia and six of 12th grade students in an AP psychology class at Montana High School during the Fall, 1998.

2. The resources available at the library of Montana State University, Bozeman, Montana, from the library loan or accessible to me were a limiting factor. Financial resources and a limited time restricted the scope and the variety of resources.

3. Students' interviews, Mrs. Julia's interview, and my observations were the tools I used to collect data in this study.

4. The conceptual framework of good teaching characteristics, students' perceptions, and teacher's role was a limiting factor in my study. The data collection and analysis were directed toward this conceptual framework.

5. The time frame for data collection was a limiting factor in this study. I used students' interviews and class observations as my major data collection tools during the Fall, 1998, and reserved the Spring, 1999 for any extra data collection (see Table 2).

Summary

This study investigates the students' perceptions of Mrs. Julia's teaching characteristics by using multiple interviews and observations. The preparation for this study took more than a year, the selection of the teacher took about a year but the final selection of the students took two weeks, and the data collection took eight months. Starting in the fourth week of October, 1998, I interviewed the students during their study hall periods at Montana High School. The coding of the data produced themes that I used to label the data in order to analyze them. Findings and recommendations are provided at the end of this study.

The next chapter provides the coding of the responses to the interview questions. In addition, the next chapter describes four cases of the students (Jim, Sue, May, and Joy) who completed all of the interviews.

CHAPTER 4

ANALYSIS OF STUDENTS' INTERVIEWS

In qualitative studies, surprises and changes in research agendas often occur. What I found in the students' responses was very exciting. The students provided new themes and added new components. I started analyzing the responses to questions 1, 2 and 3 by using the original themes of caring, respect and commitment. Because these three themes had their definitions based on the literature review, I used their components as my original codes, but this changed given the students' responses.

This chapter is organized into seven sections. The first section exhibits the original and the new themes and codes. The second section describes the analysis of the responses to questions 1, 2, and 3. The third section states the analysis of the responses to questions 4-12. Each of the fourth, fifth, sixth, and seventh sections provides a case study of each student.

Original and New Themes and Codes

Themes of caring, respect, and commitment were found in the literature and mentioned in the students' responses. Based on their definitions, I started my data analysis. Table 3 shows the stages of theme and code development.

Table 3. Theme and Code Development.

Stages	Time	Themes	Codes
1	Before data analysis	Three themes	Seven codes
2	After analyzing responses to questions 1-3	Six themes	23 codes
3	After analyzing responses to question 4-6	Six themes	30 codes
4	After analyzing responses to question 7-9	Six themes	37 codes
5	After analyzing responses to questions 10-12	Six themes	40 codes

As shown in Table 3, throughout reading and analyzing my data, the number of codes escalated in five stages. At the first stage, I used seven codes of the three original themes based on the definitions that I had from my review of literature about caring, respect and commitment. At the second stage, I added three new themes that had sixteen codes based on the students' responses to questions 1, 2, and 3. At the third stage, I added seven new codes based on the students' responses to questions 4, 5, and 6. At the fourth stage, I added seven new codes based on the students' responses to questions 7, 8, and 9. At the final stage, I added three codes based on the students' responses to questions 10, 11, and 12. Therefore, I started using seven codes that represented three themes, and I ended using 40 codes that represent six themes (see Appendix A).

Original Themes and Codes

I based my definitions of caring, respect, and commitment on my review on the literature. The original themes of caring, respect, and commitment had their components based on those original definitions.

I based my definition of caring on Thayer-Bacon and Bacon (1996) and Noddings' (1995) who agreed on three components of caring: being polite, being friendly and talking with the students about their learning problems. Throughout my analysis, the interviewed students add eight new components to caring in addition to the original three components. They added being a good observer, being consistent in teaching, using understandable tests, using rewards in teaching, giving a second chance at tests, being flexible at tests, understanding the students' needs, and guiding the students to learn themselves.

I based my definition of respect on Noddings' (1988) definition that described two components of respect: treating students well and equally. The students added five new components to respect: being a considerate with the students, encouraging them to participate, and involving them in the learning process, providing fair grades, and appreciating AP students.

I based my definition of commitment on Noddings (1989) and Ruddick (1986) who agreed on two components of commitment: being passionate to increase the students' learning, and planning for their learning. The interviewed

students added three new components: teaching applicable knowledge, providing extra time for the class, and having a good reputation.

Table 4. Codes for "Caring," "Respect," and "Commitment."

#	Code	Code meaning	Theme
1	PT	Polite with students	Caring
2	FR	Friendly with students	Caring
3	PL	Talking with students about their learning problems	Caring
4	OB	Being a good observer	Caring
5	CO	Consistent in teaching	Caring
6	UT	Giving understandable tests	Caring
7	RW	Using rewards in class	Caring
8	SC	Giving a second chance at tests	Caring
9	FX	Flexible at tests	Caring
10	UN	Understanding students' needs	Caring
11	WT	Treating students well	Respect
12	EQ	Treating students equally	Respect
13	CD	Considerate with students	Respect
14	EN	Encouraging students to participate	Respect
15	IN	Involving students in learning process	Respect
16	FG	Grading students fairly	Respect
17	AP	Appreciating AP students	Respect
18	DW	Passionate to increase students' learning	Commitment
19	DP	Planning for the students' learning	Commitment
20	AL	Teaching applicable knowledge	Commitment
21	ES	Spending extra time for the class	Commitment
22	GR	Having a good reputation	Commitment

As shown in Table 4, 22 codes were developed from the original themes using the literature review and the students' responses.

New Themes and Codes

I started my study with three themes of caring, respect, and commitment and I did not include any new themes before the analysis of the responses to questions 1, 2, and 3. I chose to start defining the three new themes based on the students' perceptions through reading the responses to questions 1, 2, and 3. The responses to the three questions provided three new themes. The students identified them as knowledge, enthusiasm, and "fun."

The students were asked in questions 1, 2, and 3 general questions about their opinions and perceptions about Mrs. Julia's teaching, so they felt free to talk about any characteristics including caring, respect, and commitment as well as others. In other words, in questions 1, 2, and 3, I did not ask the students specific questions about caring, respect or commitment. Therefore, they were not forced to limit their perceptions about specific characteristics. Thus, they expressed their perceptions about what they think is important in their opinions. The students' responses to the first three questions expressed the characteristics of Mrs. Julia as a knowledgeable teacher. They described Mrs. Julia as a knowledgeable teacher because she answered the students' questions in detail, looked confident in teaching, was well prepared, linked the subject matter to other disciplines, was clear in teaching, used examples, and she used experiments in teaching.

Enthusiasm was the second new characteristic of Mrs. Julia's teaching. The students described Mrs. Julia as an enthusiastic teacher because she

looked energetic, looked excited, enjoyed teaching and had a good mood in class.

In reading through relevant literature, I noted that the word “fun” is not commonly used in describing characteristics of good teaching in the literature. The literature refers to playfulness, enjoyment, or humor instead of “fun.” Because the students used the word “fun” in describing Mrs. Julia’s teaching, I decided to use it instead of playfulness, enjoyment, or humor. The students’ definition of a “fun” teacher is altering teaching methods, telling jokes, using games, telling stories, and having a sense of humor in class.

Table 5. Codes for “Knowledge,” “Enthusiasm,” and “Fun.”

#	Code	Code meaning	Theme
1	CF	Confident in knowledge	Knowledge
2	WP	Well prepared	Knowledge
3	KC	Connecting psychology to other disciplines	Knowledge
4	DA	Answering students’ questions in detail	Knowledge
5	EX	Using examples	Knowledge
6	CL	Clear in teaching	Knowledge
7	ER	Using experiments	Knowledge
8	EJ	Enjoying teaching	Enthusiasm
9	ET	Energetic in class	Enthusiasm
10	ED	Exited in class	Enthusiasm
11	GM	Having a good mood	Enthusiasm
12	DM	Altering teaching methods and techniques	“Fun”
13	JT	Telling jokes	“Fun”
14	ST	Telling stories	“Fun”
15	GA	Using games	“Fun”
16	SH	Having a sense of humor	“Fun”

As shown in Table 5, 16 new components of the new three themes were developed from the responses to questions 1, 2, and 3. Based on the original and the new components, I used them as codes for analyzing the responses to questions 1, 2, and 3 keeping in mind the possibility for developing new themes or codes.

Analysis of Responses to Questions 1, 2, and 3

I coded the responses to questions 1, 2, and 3 using seven codes that represent the three themes, caring, respect, and commitment (see Table 4). Because I interviewed all the six students during the first week and only five students during the second week, I had an incomplete number of the participant students.

Student interview questions 1, 2, and 3 were as follows: First, how do you describe Mrs. Julia as a teacher? Second, in your opinion, what characteristics of Mrs. Julia motivate you to learn? Third, how do Mrs. Julia's teaching characteristics influence your motivation to learn?

By reading through the responses to questions 1, 2 and 3, I accomplished three important things in my data analysis. First, I started thinking deeply about the original three themes, caring, respect, and commitment and their components as parts of the students' responses. Second, I built up my understanding of the students' perception as a group, and about each student individually. Third, I found out new themes and components through the students' responses.

I organized my analysis based on the three themes, caring, respect, and commitment. Therefore, a table was developed for each theme that has all the six students' responses to question 1, and the five students' responses to questions 2 and 3. Tables 6, 7, and 8 display all of the sentences that are related to each theme, caring, respect, and commitment.

Table 6. Coding for "Caring" Based on Responses to Questions 1, 2, and 3.

Student	Related sentences	Code	Page
Jim	1.She is a very friendly teacher	FR	1
	2.She is naturally friendly	FR	1
	3.She is nice	PT	1
	4.She tries to be friendly	FR	1
	5.I have never seen her mean	FR	1
	6.She knew my name very quickly	FR	2
	7.She always says hi to me	FR	2
	8.She is nice all the time.	FR	70
	9.She is polite	PT	70
Sue	1.She cares about the kids	FR	11
	2.She really opens up to us	PL	15
	3.You can talk to	FR	17
	4.I am not afraid to call her	FR	17
	5.We get discussion about how we felt about it	PT	75
May	1.She enjoys kids	FR	19
	2.I do not think she bothers anyone	FR	32
Joy	1.She likes us	FR	36
Day	1.She is friendly	FR	66
	2....available to listen (Mrs. Julia)	PT	67
	3.She has great relationships with students	FR	67

Note: Page numbers are for the raw data.

Based on Table 6, I found that Jim, Sue, May, Joy, and Day described Mrs. Julia as a caring teacher by mentioning the three components of caring 20 times. They mentioned being friendly 15 times, being polite four times, and

talking with students about their problems once. Jim talked the most frequently about the three components of caring. Sue was the only student who mentioned the component of talking with the students about their learning problems.

Table 6 displays the importance of studying about the theme of caring in Mrs. Julia's teaching. That corresponds with the research in the literature review stressing the importance of caring as a characteristic of good teaching.

Table 7. Coding of "Respect" Based on Responses to Questions 1, 2, and 3.

Student	Related sentences	Code	Page
Jim	1.She is nice to everybody	EQ	1
May	1.It is like a mentor	TW	88
	2.You can have a conversation rather than a preach	TW	90
	3.You do not have to worry about something stupid	TW	90
Joy	1.She treats you on an equal scale	EQ	37
	2.She just treats you as the same	EQ	37
	3.She is treating you equally	EQ	38
	4.She treats you like a regular human being	TW	41
	5...like another equal person	TW	41
	6.She involves the whole class, no matter who you are	EQ	45
Max	1.She just treats you like a normal person	TW	53
	2.She does not make you feel dumb	TW	53
	3.She makes every body feel like you are equal	EQ	44
Day	1....equal among the guys and the girls (her treatment)	EQ	66

Note: Page numbers are for the raw data.

As noted in Table 7, I found that each student talked about at least one of the two components of respect, treating students well and treating them equally. The students mentioned those two components of respect 14 times. They mentioned treating students well seven times and treating students equally seven times. Joy talked the most frequently about the two components of respect. Day

talked the least frequently about them. Four students mentioned treating students equally.

Table 7 emphasizes on the importance of respect in Mrs. Julia's teaching influenced in the students' responses. In addition, respect surfaced in the literature review as one important teaching characteristic.

Table 8. Coding for "Commitment" Based on Responses to Questions 1, 2, and 3.

Student	Related sentences	Code	Page
Jim	1. She has her efforts into her job	DW	3
	2. She puts lots of efforts into her job	DW	3
Sue	1. She wants to tell you everything she knows	DW	79
	2. The teacher wants you to know	DW	79
Joy	1. She wants to make sure we learn	DW	36

Note: Page numbers are for the raw data.

Reflected in Table 8, May, Max, and Day did not talk about any component of commitment, being passionate about increasing the students' learning or planning for their learning. In addition, no student mentioned the second component, planning for their learning. Instead, students mentioned the other component five times. Jim and Sue were the most frequently talking about commitment. Jim, Sue, and Joy mentioned Mrs. Julia's passion to increase the students' learning. Although Table 8 reflects on emphasis on commitment as a good teaching characteristic, the students did not mention the commitment components as much as they mentioned caring and respect components.

Analysis of Responses to Questions 4-12

I used the responses to questions 1, 2, and 3 in providing new themes and codes and analyzed them partially. Because four of the students completed their interviews, I decided to analyze the responses to questions 4-12 in detail. In the last three interviews, I asked each student three questions at once. The idea was to try to make the student answer the three questions as a group of questions about one theme; caring, respect, or commitment. The last three interviews included the three sets of questions regarding the three original themes, caring, respect, and commitment.

As a reminder, questions 4-12 were as follows: 4) How do you know whether or not Mrs. Julia cares about your learning? 5) What specific things does she do in her teaching that show that she cares about your learning? 6) How do these characteristics of caring influence your motivation to learn? 7) How do you know whether or not Mrs. Julia respects you as a learner? 8) What specific things does she do in her teaching that show that she respects you as a learner? 9) How do these characteristics of respect influence your motivation to learn? 10) How do you know whether or not Mrs. Julia is committed to you as a learner? 11) What specific things does she do in her teaching that show that she is committed to you as a learner? 12) How do these characteristics of commitment influence your motivation to learn?

Table 9. New Codes in Analyzing Responses to Questions 4-12.

#	Code	Code meaning	Theme
1	OB	Being a good observer	Caring
2	CO	Consistent in teaching	Caring
3	UT	Giving understandable tests	Caring
4	RW	Using rewards in class	Caring
5	SC	Giving a second chance at tests	Caring
6	FX	Flexible at tests	Caring
7	UN	Understanding students' needs	Caring
8	GD	Guiding students' learning	Caring
9	CD	Considerate with students	Respect
10	EN	Encouraging students to participate	Respect
11	IN	Involving students in learning process	Respect
12	FG	Grading students fairly	Respect
13	AP	Appreciating AP students	Respect
14	AL	Teaching applicable knowledge	Commitment
15	ES	Spending extra time for the class	Commitment
16	GR	Having a good reputation	Commitment
17	EG	Being exciting	Enthusiasm

As shown in Table 9, I added new themes to the original three themes given the students' responses. In analyzing the responses to questions 4-12, I added 17 new components that represent new codes. I added eight new components to caring, five components to respect, three components to commitment, and a new component to enthusiasm. Therefore, the final number of the codes I used in analyzing the responses to questions 4-12 was 40. Table 9 displays the new codes that were added while analyzing those responses. The new themes were knowledge, enthusiasm and "fun."

Because all the four students, Jim, Sue, May, and Joy completed all of their interviews, I decided to make a case study about each student. Having done

that, I provided a clear picture about every student based on her or his perceptions about Mrs. Julia's teaching characteristics. Students talked about the six themes of caring, respect, commitment, knowledge, enthusiasm, and "fun." Therefore, I wrote a complete table for every student including the themes that are mentioned in responding to questions 4-12.

Integration of Responses to Questions 4-12

At the beginning of my study, I planned to ask questions 4-12 in the third, fourth, and fifth interview in the following order. At one interview, I would ask questions 4, 5, then 6; at the next interview, I would ask questions 7, 8, then 9; and at the last interview, would I ask questions 10, 11, then 12. Because the students were not willing to elaborate, I decided to collapse that order into an integrated course of asking three questions together at each interview.

In one interview, I asked questions 4 and 5 integrated together, then I asked question 6 alone. In the next interview, and I asked questions 7 and 8 integrated together, then I asked question 9 alone. In the last interview, I asked question 10 and 11 integrated together then I asked question 12 alone. While originally I planned to ask questions 4-12 separately, over the course of the study and each interview, separate questions were collapsed and integrated together. Although this was not planned, it seemed to be a more comfortable way of interviewing the students.

My decision to collapse questions 4 with 5, 7 with 8, 10 with 11 put all of the questions about the definitions of the teaching characteristics together. Therefore, separating questions 6, 9, and 12 put them in one category, which was the students' motivation. Thus, question 6 was separate from questions 4 and 5, question 9 was separate from questions 7, and 8, and question 12 was separate from questions 10, and 11.

Case Study of Jim

Jim is an 18-year-old boy. He is originally from Montana. When he talked, he chose his words carefully. I noticed that he did not skip any class during my observations in his class. He graduated from a local middle school. His plan after graduating from high school is to attend school of engineering at Montana State University at Bozeman, Montana.

He takes AP psychology because it has an excellent reputation. Jim's friends encourage him to be a good student. He sounds very independent. Although he respects others, he likes to talk frankly and honestly but in a very polite way. Jim thinks that education is an open door to learn about life, himself and others. Jim thinks education needs specific skills, so he recommends giving the teachers more training sessions in order to teach them how to be polite, kind, and communicative. In his opinion, his high school has few bad teachers and few excellent ones but most of the teachers are average.

In interviewing Jim, he was very serious about coming to his interviews on time and he was ready to talk. I had no serious problems in talking with Jim and understanding his perceptions. He was willing to participate actively in my study. In Table 10, Jim tells his perceptions about Mrs. Julia's teaching characteristics.

Table 10. Jim's Responses to Questions 4, 5, 7, 8, 10, and 11.

Questions	Related sentences	Code	Page
4, 5, 7, 8, 10, and 11	1. She asks ... to get student input	PL	108
	2. Tries to keep variety of methods	DM	108
	3. She is a good observer	OB	112
	4. She asks for our inputs	PL	198
	5. She does that (treating equal)	EQ	124
	6... caring about someone's thoughts and actions (Mrs. Julia's teaching)	CD	124
		EN	125
	7. She will compliment	EN	125
	8. She only compliments	EN	126
	9. She is showing respect for the people who are not good at it	WT	124
	10. She is not condescending	IN	127
	11. She lets students take charge	CO	159
	12. She never gives up	DM	159
	13. She will keep trying different methods	ER	160
	14. We do with experiments	ER	160
	15. She comes up with a lot of experiments	ES	160
	16. She puts a lot of time	ET	10
	17....and energy	CO	159
18. She will not give up			

Note: Page numbers are for the raw data transcript.

Based on Table 10, Jim thought that Mrs. Julia was a caring teacher because she talked with students about their learning problems and she was consistent in teaching. Jim perceived Mrs. Julia as a caring teacher because of her talking with students about their learning problems, her good observation in class, and her consistency in teaching. As a respectful teacher, Jim thought that

Mrs. Julia treated students well, treated them equally, she was considerate with them, encouraged them to participate, and involved them in learning process. Jim thought that Mrs. Julia was a committed teacher because she spent extra time preparing for the class. Jim believed that Mrs. Julia was a knowledgeable teacher because she used experiments in class. Jim thought that Mrs. Julia was an enthusiastic teacher because she was energetic in class. Finally, he perceived her as a “fun” teacher because she altered her teaching methods.

Jim responded to questions 6, 9, and 12 about the influence of Mrs. Julia’s teaching characteristics on his motivation to learn. Table 11 displays quotations from Jim’s responses to questions 6, 9, and 12.

Table 11. Jim’s Responses to Questions 6, 9, and 12.

Questions	Related sentences	Code	Page
6, 9, and 12	1.She will notice if someone is bored	OB	111
	2.Makes more variety	DM	109
	3.She asks if we are learning	PL	112
	4.We understand each other	UN	132
	5.What you are doing matters	CD	132
	6.She is really involving	IN	161
	7.She tries really hard	ET	162
	8.She is doing experiments	ER	165
	9.Asking questions makes a student involved	IN	165

Note: Page numbers are for the raw data transcript.

According to Table 11, Jim thought that Mrs. Julia’s teaching characteristics motivated his learning by eight components. First, she talked with students about their learning problems. Second, she was a good observer. Third, she understood the students’ needs. Fourth, she was considerate with the

students. Fifth, she involved them in the learning process. Sixth, she used experiments in teaching. Seventh, she looked energetic in class. Finally, Mrs. Julia altered her teaching methods and techniques.

Respect was the most frequent theme mentioned by Jim. He mentioned its components seven times and that was the most frequent characteristic he mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent component mentioned by Jim was encouraging the students' participation. He mentioned it three times and that was the most frequent component he mentioned in responding to questions 6, 9, and 12. The most frequent component mentioned by Jim regarding his motivation to learn was involving the students in the learning process. He mentioned it twice and that was the most frequent component he mentioned in responding to questions 6, 9, and 12.

By looking at Jim's responses and personal information, he seemed to admire of Mrs. Julia's teaching because she encouraged students to share in the learning process. Jim thought that she was a caring, respectful, committed, knowledgeable, enthusiastic, and "fun" teacher.

Case Study of Sue

Sue is an 18-year-old girl. She is originally from Montana. Sue seemed very articulate in talking about Mrs. Julia's teaching characteristics. The average length of each student's interview was about two to three pages, but hers was longer. When she talked, she sounded very self-confident in stressing certain

points and not changing her position on any argument. She graduated from a middle school in town. Her plan after graduating from high school is to major in psychology at University of Montana at Missoula, Montana.

Sue took AP psychology because it is an interesting class and she likes psychology. Sue's friends do not have any influence on her schooling. She sounds very mature in her personality and in her communication skills. She always smiles and has a strong eye contact when she listens to my questions or discussions. In her opinion, her high school has few caring teachers.

In interviewing Sue, I noticed that she is very articulate in her talking and elaboration of discussion. I had no problem in talking to her and understanding her perceptions. She was willing to participate actively in my study, so her interviews went quickly and smoothly. In Table 12, Sue tells her perceptions about Mrs. Julia's teaching characteristics.

Table 12. Sue's Responses to Questions 4, 5, 7, 8, 10, and 11.

Questions	Related sentences	Code	Page
4, 5, 7, 8, 10, and 11	3. She tries to get us to understand everything with examples	EX	112
	4. She observes situations around her and tries to come up with examples	OB	113
	5. She asks you to have questions about anything	PL	114
	6. She tries to figure out how we learn	UN	134
	7. She wants you to learn	DW	134
	8. "She" watches the class	OB	134
	9. She is going to change it around	DM	135
	10. She spent so much time... preparing things for us	ES	167
	11. She watches for each individual	EQ	167
	12. That history that she has	GR	169
	13. She has been a good teacher	GR	171
	14. She has been here for like a certain amount of time	GR	168

Note: Page numbers are for the raw data transcript.

Reflected on Table 12, Sue thought that Mrs. Julia was a caring teacher because she talked with students about their learning problems, she was a good observer, and she understood the students' needs. Sue thought that Mrs. Julia was a respectful teacher because she treated students equally. Sue thought that Mrs. Julia was a committed teacher because she was passionate about increasing the students' learning, she spent extra time for class, and she had a good reputation. Sue thought that Mrs. Julia was a knowledgeable teacher because of her use of examples in class. Finally, Sue perceived Mrs. Julia as a "fun" teacher because of altering of her teaching methods and techniques.

Sue responded to questions 6, 9, and 12 about the influence of Mrs. Julia's teaching characteristics on the students' motivation to learn. Table 13 displays the quotations from Sue's responses to questions 6, 9, and 12.

Table 13. Sue's Responses to Questions 6, 9, and 12.

Questions	Related sentences	Code	Page
6, 9, and 12	1. She has lots of information	WP	115
	2. She has all those examples	EX	115
	3. She brings in real life examples	EX	115
	4. She uses examples	EX	140
	5. She is definitely making an effort to guide	GD	141
	6. She is trying to guide you	GD	141
	7. She makes you learning at the pace you need	CO	160
	8. She has a good reputation	GR	174

Note: Page numbers are for the raw data transcript.

As shown in Table 13, Sue thought that Mrs. Julia motivated her to learn by five components. First, Mrs. Julia was consistent in teaching. Second, she

guided students to learn. Third, she was well prepared. Fourth, she used examples in class. Finally, Mrs. Julia had a good reputation.

Commitment was the most frequent characteristic mentioned by Sue. She mentioned its components six times and that was the most frequent characteristic she mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent component mentioned by Sue was a good reputation. She mentioned it three times and that was the most frequent component she mentioned in responding to questions 4, 5, 6, 8, 10, and 11. The most frequent component mentioned by Sue regarding her motivation to learn was her use of examples. Sue mentioned it three times and that was the most frequent component she mentioned in responding to questions 6, 9, and 12.

By looking at Sue's responses and personal information, she seemed to admire of Mrs. Julia's teaching because of her use of examples and because she had a good reputation in school. Sue perceived Mrs. Julia as a caring, respectful, committed, knowledgeable, and "fun" teacher.

Case Study of May

May is an 18-year-old girl. She is originally from Montana. She seemed very open minded in talking about Mrs. Julia's teaching characteristics. May seemed unwilling to judge people by their looks, language, or other characteristics. She was always asking me about my native language, Arabic. In addition, her conversation was never judgmental. Therefore, I struggled getting

May to talk about Mrs. Julia's teaching characteristics. May graduated from a local middle school.

She took AP psychology because it is an interesting class and she likes psychology. May's friends tried to convince her to go to college right after graduation but she needed time to decide on that. She sounded very quiet and not very articulate in talking, so May preferred to listen rather than to speak. In her opinion, most of the teachers were average teachers and she refused to judge them unless she was in their classes.

In interviewing May, I noticed that she was very careful in describing the teachers in her discussion. I had no serious problem in talking with her and understanding her perceptions although she was very quiet and not willing to elaborate. She was the only student who was interested to know about the results of my study and my opinions about the American schools. Table 14 shows May's perceptions about Mrs. Julia's teaching characteristics.

Table 14. May's Responses to Questions 4, 5, 7, 8, 10, and 11.

Questions	Related sentences	Code	Page
4, 5, 7, 8, 10, and 11	1.She is pretty consistent	CO	117
	2.She rewards your learning	RW	117
	3.She will let you try again	SC	118
	4...making up the regular tests with an optional tests (Mrs. Julia)	FX	118
	5.She does not talk down to us	WT	143
	6.She is fair (at grades)	FG	144
	7.She is having them done (lessons)	WP	175
	8.She will spend time with us rather than herself	ES	175
	9.She will try to spend equal time	EQ	176
	10.She is well prepared	WP	144

Note: Page numbers are for the raw data transcript.

Based on Table 14, May thought that Mrs. Julia was a caring teacher because she was consistent, she used rewards, gave a second chance at tests, and she was flexible with students about tests. May thought that Mrs. Julia was a respectful teacher because she treated students well and equally and she was fair in grading. May thought that Mrs. Julia was a committed teacher because she spent extra time for the class. May thought that Mrs. Julia was a knowledgeable teacher because she was well prepared.

May responded to questions 6, 9, and 12 about the influence of Mrs. Julia's teaching characteristics on the students' motivation to learn. Table 15 displays the quotations from May's responses to questions 6, 9, and 12.

Table 15. May's Responses to Question 6, 9, and 12.

Questions	Related sentences	Code	Page
6, 9, and 12	1.She knows her stuff	WP	148
	2.She knows really well	WP	148
	3.She is laid back about it	CF	148
	4.I can learn something and put it in real life	AL	179
	5.She spends equal time	EQ	181

Note: Page numbers are for the raw data transcript.

As shown in Table 15, May thought that Mrs. Julia motivated her to learn by four components. First, she treated students equally. Second, Mrs. Julia was well prepared. Third, she looked confident in her knowledge. Finally, Mrs. Julia taught applicable knowledge.

Caring was the most frequent theme mentioned by May. She mentioned its components four times and that was the most frequent characteristic mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent

component mentioned by May was the good preparation of Mrs. Julia. She mentioned it twice and that was the most frequent component she mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent component mentioned by May regarding her motivation to learn was the good preparation of Mrs. Julia. May mentioned it twice and that was the most frequent component she mentioned in responding to questions 6, 9, and 12.

By looking at May's responses and personal information, she seemed to admire of Mrs. Julia's teaching because of her good preparation. May perceives Mrs. Julia as a caring, respectful, committed, and knowledgeable teacher.

Case Study of Joy

Joy is a 17-year-old girl. She is originally from Montana. She seemed very serious in her schooling and in talking about Mrs. Julia's teaching characteristics. Joy skipped a couple of interviews, but she was very cooperative in making them up. She told me that she spends most of her time in studying for the school, so she preferred not to come to the interviews when she had homework or assignments. She graduated from a local middle school. Her plan after graduating from high school was to go as an exchange student to Germany then come back to attend a university in the state of Oregon.

Joy took AP psychology because it is an interesting class, she likes psychology and Mrs. Julia has a good reputation. Joy's friends did not have a strong influence on her schooling, but her mother had a strong influence because

she was a teacher. Joy thought about being a teacher as her career. In her opinion, most of the teachers in her school were not as good as Mrs. Julia, but there were a few average and a few good ones.

In interviewing Joy, I noticed that she was very brave in talking about herself or teachers. I had no serious problem in talking with her and understanding her perceptions except finding time to make up two of her missed interviews. In spite of that, she was willing to participate actively in my study. In Table 16, Joy told her perceptions about Mrs. Julia's teaching characteristics.

Table 16. Joy's Responses to Questions 4, 5, 7, 8, 10, and 11.

Questions	Related sentences	Code	Page
4, 5, 7, 8, 10, and 11	1.She brings in...examples	EX	121
	2.She will like trying different techniques	DM	121
	3.She respects you as a learner	WT	149
	4.She respects you enough as individual	EQ	150
	5.She treats you like a human being	WT	151
	6.She may have more respect for AP students	AP	151
	7.She respects you as a human being	WT	154
	8.Take the information that you are learning and apply it to real life	AL	181
	9.She will ask you how are doing?	FR	182
	10.She is committed to make it fair (treating students)	EQ	182
	11.She wants you to learn	DW	182
	12.She gives you...different ways to learn it	DM	182

Note: Page numbers are for raw data transcript.

As shown in Table 16, Joy thought that Mrs. Julia was a caring teacher because she was friendly with students. Joy thought that Mrs. Julia was a respectful teacher because she treated students well and equally, and she appreciated AP students. Joy thought that Mrs. Julia was a committed teacher because she was passionate about increasing the students' learning and she

taught applicable knowledge. Joy thought that Mrs. Julia was a knowledgeable teacher because she used examples. Finally, Joy perceived Mrs. Julia as a “fun” teacher because she altered her teaching methods and techniques.

Joy responded to questions 6, 9, and 12 about the influence of Mrs. Julia’s teaching characteristics on her own motivation to learn. Table 17 displays the quotations from Joy’s responses to questions 6, 9, and 12.

Table 17. Joy’s Responses to Questions 6, 9, and 12.

Questions	Related sentences	Code	Page
6, 9, and 12	1....once you bring in examples (Mrs. Julia’s teaching)	EX	122
	2.She is so excited	ED	122
	3.She really enjoys what is she treating	EJ	122
	4.She wants you to learn	DW	183
	5.She wants you to learn	DW	184
	6....by acting crazy (Mrs. Julia’s action)	SH	186

Note: Page numbers are for raw data transcript.

According to Table 17, Joy thought that Mrs. Julia motivated her to learn by five components. First, Mrs. Julia was passionate about increasing the students’ learning, she used examples, she was excited, she enjoyed teaching, and she had a sense of humor.

Respect was the most frequent theme mentioned by Joy. She mentioned its components six times and that was the most frequent characteristic mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent component mentioned by Joy was the good treatment of students. She mentioned it three times and that was the most frequent component mentioned in responding to questions 4, 5, 7, 8, 10, and 11. The most frequent component

mentioned by Joy regarding her motivation to learn was Mrs. Julia's passion about increasing the students' learning. Joy mentioned it twice and that was the most frequent component mentioned in responding to questions 6, 9, and 12.

By looking at Joy's responses and personal information, she seemed admiring of Mrs. Julia because of her passion about increasing the students' learning. Therefore, she admired Mrs. Julia's teaching because of that positive attitude. Joy perceived Mrs. Julia as a caring, respectful, committed, knowledgeable, and "fun" teacher.

Summary

In analyzing the students' interview questions, I used the responses to questions 1, 2, and 3 to assure the importance of the three original themes: caring, respect and commitment. Additionally, I used the responses in finding new themes: knowledge, enthusiasm and "fun." Because I did not have the responses to questions 4-12 of two students, Max and Day, I decided to drop their responses from part of the data analysis, but to use their responses in preparing the codes and the themes for the analysis of all the students.

In the students' responses to questions 4-12, the most frequent theme mentioned by Jim, Sue, May, and Joy was respect. They mentioned respect more than other themes of caring, commitment, knowledge, enthusiasm, and "fun." The most frequent two components mentioned by Jim, Sue, May, and Joy in their responses to questions 4-12 were the equal treatment by Mrs. Julia, and

her use of examples in class. The students seemed interested in being treated equally by Mrs. Julia and they like her use of examples in teaching.

In analyzing the responses to questions 4-12, I wrote a case study of each student who completed her or his responses. I wrote a case study that includes a personal profile, a table of analysis of the responses to questions 4, 5, 7, 8, 10, and 11, and another table of analysis of the responses to questions 6, 9, and 12. The first table was for the definitions of the themes and the second table was for the student motivation to learn.

The next chapter provides the analysis of the seven observations of the AP psychology class. The chapter provides six tables that represent the six themes of caring, respect, commitment, knowledge, enthusiasm and "fun." The next chapter describes my own perceptions about Mrs. Julia's teaching characteristics and about the perceptions and activities of the students in her class.

CHAPTER 5

ANALYSIS OF OBSERVATIONS AND MRS. JULIA'S INTERVIEW

Adding observations to the interviews makes this study stronger and more rich with information. I conducted the observations in seven weeks. Every week, I went to the AP psychology class where Mrs. Julia taught the interviewed students. The analysis of the observations started very early. I started thinking about the themes and codes of the observations while I was writing my original field-notes.

I did not analyze the observations before I analyzed the interviews, because of my assumption that the interviews are the major source of my data. The observations were to corroborate the interviews to compare and contrast the findings. Having done that, I was able to provide more corroboration to this study.

This chapter is organized into eight sections. The first section describes Mrs. Julia's classroom. The second section describes Mrs. Julia's caring based on my observations. The third section provides information about Mrs. Julia's respect based on the observations. The fourth section provides my observation of Mrs. Julia's commitment. The fifth section presents Mrs. Julia's knowledge based on my observations. The sixth section displays my observations of Mrs. Julia's enthusiasm. The seventh section reports about Mrs. Julia's "fun"

according to my observations. Finally, the eighth section provides the analysis of Mrs. Julia's interview.

Mrs. Julia's Classroom

Describing the setting provides a clear picture about the environment and the conditions that might influence the behavior of both the participants and the observer. Like most of the classrooms in Montana High School, Mrs. Julia's classroom had 30 students, most of them were 12th grade students. Mrs. Julia had a small desk in addition to a computer, a printer, two TV's, two VCR's, and some other devices such as an overhead projector (see Appendix C).

The classroom had 30 student seats that were located in five rows; each row had six seats. There was a wide blackboard and two big TV's that were connected to two VCR's. Mrs. Julia's desk is in the front of the classroom. At the center of the back of the classroom, there was a small computer that was connected to a printer. On the right at the back of the classroom, there was another desk for a substitute teacher. The classroom had one door and on the other side of the classroom there were wide windows.

Because I did not want to interrupt the class, I always sat down beside Mrs. Julia's desk at the back of the class. The class was spacious, clean, and well organized. The classroom lights and air conditioning were convenient.

Observing Mrs. Julia's "Caring"

In analyzing my field-notes, and as an observer, I found my observations and interpretation of Mrs. Julia's caring were different from the students' perceptions because I was looking at the class from my perspective as an observer while they were telling their perceptions as students. The following table shows my perceptions about Mrs. Julia's caring.

Table 18. Observing Mrs. Julia's "Caring."

Observations	Code	Page
1.Mrs. Julia starts with saying: Good morning	FR	190
2.She stands in front of the class watching them carefully	OB	190
3.She asks the students to choose between an essay or an exam	FX	192
4.She finds out that most of the students get very bored	OB	200
5."If you do not have the quiz on Wednesday, you can make it up now," she says (Mrs. Julia)	SC	202
6.The teacher notices but does not comment or say anything	PT	203
7.She says, "thank you for reminding us"	PT	205
8.She opens the discussion about their learning problems	PL	208
9.Mrs. Julia says "no" very politely	PT	210
10.She does not want to force the students to talk	PT	210

Note: Page numbers are for raw data transcript.

As shown in Table 18 and based on my observations and interpretation, Mrs. Julia was a caring teacher because of six components. First, she was polite with the students. Second, she was friendly with them. Third, she talked with students about their learning problems. Fourth, she was a good observer. Fifth, she gave them a second chance in tests. Finally, she was flexible at tests.

Observing Mrs. Julia's "Respect"

As an observer, I found that my observations of respect were different from the students' perceptions because of our different perspectives. The students looked at respect from their perspective and I looked at it from my perspective. The following table shows my observations about Mrs. Julia's respect.

Table 19. Observing Mrs. Julia's "Respect."

Observations	Code	Page
1...and encourages them	EN	192
2...then encourages him by saying: Good points	EN	193
3.She scans through the students trying to make them answering the questions	IN	193
4.She uses the word "we" more than "you" or "I"	IN	193
5.She asks them to think about a little riddle	IN	195
6.She asks if there are two volunteers to manage the activity	IN	201
7.She asks about him	CD	190

Note: Page numbers are for raw data transcript.

As shown in Table 19 and based on my observations and interpretation, I found that Mrs. Julia was a respectful teacher because she was considerate with students, she encouraged them to participate in class, and she involved them in the learning process.

Observing Mrs. Julia's "Commitment"

It was found that my observations and interpretation of commitment were not the same as the students' perceptions. Table 20 shows my perceptions about Mrs. Julia's commitment.

Table 20. Observing Mrs. Julia's "Commitment."

Observations	Code	Page
1.She announces some activities she will do tomorrow	DP	195

Note: Page numbers are for raw data transcript.

As shown in Table 20 and based on my observations and interpretations, I found that Mrs. Julia was a committed teacher because she planned ahead for developing the students' learning.

Observing Mrs. Julia's "Knowledge"

Table 21. Observing Mrs. Julia's "Knowledge."

Observations	Code	Page
1.She sounds very confident	CF	191
2.She answers in detail	DA	193
3.She shows them about twenty words	EX	194
4...showing them more evidence and more examples	EX	194
5.She tries to link that story to a psychology theory	KC	196
6...and tries to tie that event to the same topic (Mrs. Julia's teaching)	KC	199
7.She tells the answers in detail	DA	199
8.She continues that answer in detail	DA	204
9.The activity needs a specific machine	ER	201
10....answering them in detail (Mrs. Julia's teaching)	DA	205
11.She uses the examples	EX	208

Note: Page numbers are for raw data transcript.

In analyzing the seven observations, I found that my interpretations of Mrs. Julia's knowledge did not match the students' perceptions. Table 21 shows my perceptions about Mrs. Julia's knowledge.

As shown in Table 21 and based on my observations and interpretation, Mrs. Julia was a knowledgeable teacher because of five components. First, she answered students' questions in detail. Second, she was confident in her knowledge. Third, she linked the psychology topics to other disciplines. Fourth, she used examples. Finally, she used experiments in teaching

Observing Mrs. Julia's "Enthusiasm"

The following table shows my perceptions about Mrs. Julia's enthusiasm.

Table 22. Observing Mrs. Julia's "Enthusiasm."

Observations	Code	Page
1.She smiles	GM	192
2.She smiles	GM	198
3.Mrs. Julia smiles	GM	201
4.She has the empathy and capacity to share her interest	ED	198
6.Mrs. Julia starts getting ready for the next activity while the students watch the video	ET	198

Note: Page numbers are for raw data transcript.

According to Table 22 and based on my observations and interpretation, Mrs. Julia was an enthusiastic teacher because of three components. First, she was energetic in class. Second, she was excited in teaching. Finally, she had a good mood in class.

Observing Mrs. Julia's "Fun"

Table 23. Observing Mrs. Julia's "Fun."

Observations	Code	Page
1.She asks them very silly questions	SH	208
2.She tells a real story	ST	206
3.She tells a short story	ST	207
4.She asks funny questions	SH	194
5.She goes on telling them funny jokes	JT	208
6.She tells them a story	ST	209
7.She tells that experiment	ST	198
8.The activity looks a very enjoyable game	GA	198
9.She asks them to do an activity (game)	GA	193
10.She uses some transparencies	DM	199
11.She goes on telling another story	ST	200
12.Mrs. Julia today tells two jokes	JT	200
13.Mrs. Julia tells a story	ST	196
14.Mrs. Julia starts the class with a couple of jokes	JT	204
15.She continues telling more jokes	JT	204
16.She bring up a very related story.	ST	206
17.She wears (dresses) like a witch	SH	190
18.She speaks like a very old witch	SH	190
19.She tells some jokes	JT	190
20.The teacher spends about three minutes telling jokes	JT	190
21.The teacher teases her	SH	190
22.She shows the students a funny toy	SH	190
23.Mrs. Julia starts the class by telling a joke	JT	192
24.She reads from an article	DM	193
25.She ask me to be the judge of that activity	DM	198
26.Mrs. Julia goes to call the fake robber	DM	197

Note: Page numbers are for raw data transcript.

In comparing my observations with the students' responses, I found that I looked at Mrs. Julia as a "fun" teacher but in a different way that the students perceived. Table 23 shows my perceptions about Mrs. Julia's "fun."

As shown in Table 23 and based on my observations and interpretation, Mrs. Julia was perceived as a “fun” teacher because of five components. First, she altered her teaching methods and techniques. Second, she told jokes to put the students at ease. Third, she told stories to excite students and teach them through the storytelling. Fourth, she used games in class. Finally, she had a sense of humor in class.

Analysis of Mrs. Julia’s Interview

Although I interviewed Mrs. Julia only once, she expressed many ideas and views about her teaching attitudes and actions. The interview took about an hour. Although at the time of the interview I was analyzing the other parts of my data, I did not put the words in Mrs. Julia’s mouth. In doing that, I avoided telling Mrs. Julia my thoughts and about the students’ perceptions.

The next six tables display Mrs. Julia’s responses about the six themes of caring, respect, commitment, knowledge, enthusiasm, and “fun.” Although I did not ask her directly about knowledge, enthusiasm, and “fun,” she talked about them.

Table 24. Mrs. Julia’s Responses about “Caring.”

Related sentences	Code	Page
1....let them learn (involve them in the learning process)	GD	212
2.I ask them what you are learning? Have you learned this?	PL	215
3.My job is to guide them, not to control them.	GD	215
4.Sometimes, I make some alternative assessment	FX	216
5....giving them clear guidance (not control them)	GD	221

Note: Page numbers are for raw data transcript.

As shown in Table 24 and based on Mrs. Julia's responses, she described herself as a caring teacher because she talked with students about their learning problems, she was flexible about scheduling tests, and she acted as a guide for them.

Table 25. Mrs. Julia's Responses about "Respect."

Related sentences	Code	Page
1 So they are engaging	IN	212
2 ...and they are easing their mind	IN	212
3...by letting them use their mind	IN	213
4.They are engaging in learning	IN	213
5.They make some meaning somehow	IN	213
6.If he is resistant, it is because he is afraid	IN	213
7.I can tap that	IN	213
8.Once they are involved	IN	214
9.I keep telling them you can do it	EN	214
10.I frequently check without them	IN	215
11.I do not say to myself that is too bad and discourage them	EN	215
12.I am treating students respectfully	WT	210

Note: Page numbers are for raw data transcript.

According to Table 25 and based on Mrs. Julia's responses, she described herself as a respectful teacher because she treated students well, she encouraged them to participate in the class, and she involved them in the learning process.

Table 26. Mrs. Julia's Responses about "Commitment."

Related sentences	Code	Page
1.I have to come at the weekend and spend four to five hours	ES	217
2.I want my classes to be the best	DW	217
3.They are wonderful. They took me hours to evaluate	ES	218
4.I work very hard strategies to promote their learning	DP	213

Note: Page numbers are for raw data transcript.

As shown in Table 26 and based on Mrs. Julia's responses, she described herself as a committed teacher because of three components. First, she was passionate about increasing the students' learning. Second, she planned ahead for their learning. Finally, she spent extra time for the class.

Table 27. Mrs. Julia's Responses about "Knowledge."

Related sentences	Code	Page
1. That means to spend time putting together good things for my students	WP	217
2....plus information	WP	212

Note: Page numbers are for raw data transcript.

As shown in Table 27 and based on Mrs. Julia's responses, she described herself as a knowledgeable teacher because she was well prepared.

Table 28. Mrs. Julia's Responses about "Enthusiasm."

Related sentences	Code	Page
1....plus the desire	ED	212

Note: Page numbers are for raw data transcript.

As shown in Table 28 and based on Mrs. Julia's responses, she described herself as an enthusiastic teacher because she was excited in the class.

Table 29. Mrs. Julia's Responses about "Fun."

Related sentences	Code	Page
1. I am not just lecturing	DM	213

Note: Page numbers are for raw data transcript.

As shown in Table 29 and based on Mrs. Julia's responses, she described herself as a "fun" teacher because she altered her teaching methods and techniques.

Summary

The students' responses were different among each other and different from my observations and Mrs. Julia's responses. The students talked from their perspectives as students but, as an observer, I talked from my own perspective while Mrs. Julia expressed her points of view as a teacher. The observations were focused on the activities more than the attitudes because of the small degree of interaction between the observer and students. Mrs. Julia responded to the questions focusing on responsibilities and duties she had as a teacher.

The most frequent theme mentioned in the observations was "fun," and the most frequent components were telling jokes and telling stories. On the other hand, the most frequent theme mentioned in Mrs. Julia's interview was respect, and the most frequent component was involving students in the learning process. The theme of respect was the most frequent theme mentioned by both the students and Mrs. Julia.

The next chapter includes comparisons and contrasts between the three sources of data: the students' interviews, my observations, and Mrs. Julia's interview. More specifically, the next chapter compares the definitions, themes, and their components across the students and between the students, Mrs. Julia, and myself.

CHAPTER 6

COMPARISON AND CONTRAST OF DATA

In analyzing the students' responses, my observations, and Mrs. Julia's responses, I have been able to provide a rich description of the students' perceptions. By comparing the perceptions of each student, I stated the individual differences between each student in perceiving Mrs. Julia's teaching characteristics. Additionally, the definitions of the six themes of caring, respect, commitment, knowledge, enthusiasm, and "fun" were different between the students' definitions, Mrs. Julia's definitions, and mine.

This chapter is organized into two sections. The first section provides a comparison and a contrast between the students' definitions of the six themes in responding to questions 4, 5, 7, 8, 10, and 11, and questions 6, 9, and 12. The second section states a comparison and a contrast between the students' responses, my observations, and Mrs. Julia's responses.

Comparing and Contrasting the Students' Responses to Questions 4-12

The students' responses to questions 4-12 provided a variety of similarities and dissimilarities across each student. Although the students were

alike in their positions as students in Mrs. Julia's class, they have many differences based on their perceptions of Mrs. Julia's teaching characteristics. In analyzing Jim, Sue, May, and Joy's responses, I found that their perceptions of Mrs. Julia as a caring, respectful, committed, knowledgeable, enthusiastic, and a "fun" teacher were different. The students' definitions of the six themes were different. Their perceptions about the influence of Mrs. Julia's teaching characteristics on their learning were also different.

Table 30. Codes in Responses to Questions 4, 5, 7, 8, 10, and 11.

	"Caring" Codes	"Respect" codes	"Commitment" Codes	"Knowledge" Codes	"Enthusiasm" codes	"Fun" codes
Jim	PL, CO	WT, EQ, CD, EN, IN	ES	ER	ET	DM
Sue	PL, OB, UN	EQ	DW, ES, GR	WP		DM
May	CO, RW, SC, FX	WT, FG	ES	WP		
Joy	FR	WT, EQ, AP	DW, AL	EX		DM
Combined codes	PL, FR, OB, CO, UN, RW, SC, FX	WT, EQ, CD, EN, IN, FG, AP	DW, AL, ES, GR	WP, EX, ER	ET	DM
Missing codes	PT, UT, GD		DP	DA, CF, KC, CL	ED, GM, EJ, EG	JT, ST GA,SH

According to Table 30, and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, it was found that they perceived Mrs. Julia as a caring teacher based on their different understanding of being a caring teacher. Jim used two components of being a caring teacher. He used talking with students about their learning problems and being consistent in teaching. Sue used talking

with students about their learning problems, being a good observer and understanding the students' needs. May used being consistent in teaching, use of rewards in teaching, giving students a second chance at tests, and being flexible about the scheduling of tests. Joy used being friendly with students.

The most frequent components used by the students in describing Mrs. Julia as a caring teacher were talking with students about their learning problems and being consistent in teaching. Based on that finding, the students seemed interested in being cared for because of two components, talking with them about their learning problems and being consistent in teaching. In responding to the six questions, the students did not mention Mrs. Julia as a polite teacher, using understandable tests, or being a guide in the class.

As shown in Table 30 and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, it was found that they perceived Mrs. Julia as a respectful teacher based on their different understandings of being a respectful teacher. Jim used five components of being a respectful teacher. He used treating students well, treating them equally, being considerate with them, encouraging them to participate, and involving them in the learning process. Sue used treating students equally. May used treating students well, and giving them fair grades. Joy used treating students well, treating them equally, and appreciating Advanced Placement (AP) students.

The most frequent components used by the students in describing Mrs. Julia as a respectful teacher were treating students well, and treating them equally. Based on that finding, the students seemed interested in being

respected because of two components, treating them well and treating them equally.

As shown in Table 30, and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, it was found that they perceived Mrs. Julia as a committed teacher based on their different understandings of being a committed teacher. Jim used one component of being a committed teacher. He used giving extra time to the class. Sue used being passionate about increasing the students' learning, giving extra time to the class, and having a good reputation. May used giving extra time for the class. Joy used being passionate about increasing the students' learning, and teaching applicable knowledge.

The most frequent components the four students used in describing Mrs. Julia as a committed teacher were being passionate about increasing the students' learning, and giving extra time to the class. Based on that finding, the students seemed interested in feeling the teacher's commitment to them because of two components, the passion about increasing the students' learning, and giving extra time to the class. In responding to the six questions, the students did not mention Mrs. Julia as planning ahead for increasing the students' learning.

As shown in Table 30, and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, I found that they perceived Mrs. Julia as a knowledgeable teacher based on their different understandings of being a knowledgeable teacher. Jim used one component of being a knowledgeable teacher. He mentioned her use of experiments in class. Sue and May used being well prepared. Joy mentioned her use of examples in teaching.

The most frequent component the four students used in describing Mrs. Julia as a knowledgeable teacher was being well prepared. Based on that finding, the students seemed interested in being taught by a knowledgeable teacher because of one component; good preparation. In responding to the six questions, the students did not mention Mrs. Julia as answering their questions in detail, being confident, connecting the psychology topics to other disciplines, or being clear in teaching.

As shown in Table 30, and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, it was found that one student perceived Mrs. Julia as an enthusiastic teacher. Jim was the only student who considered Mrs. Julia as an enthusiastic teacher. The only component Jim used in describing Mrs. Julia as an enthusiastic teacher was being energetic in the class. In responding to the six questions, the students did not describe Mrs. Julia as excited, having a good mood, enjoying teaching, or exciting the class.

As shown in Table 30, and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, I found that they perceived Mrs. Julia as a "fun" teacher based on their different understandings of being a "fun" teacher. Jim, Sue, and Joy considered Mrs. Julia a "fun" teacher. They considered altering teaching methods and techniques as a component of being a "fun" teacher.

As shown in Table 30 and based on the students' responses to questions 4, 5, 7, 8, 10, and 11, respect was the only theme for which all components surfaced. The students mentioned four components of commitment out of five components, and they mentioned only three components of knowledge out of

seven components. The students seemed to emphasize two overlapping themes of caring and respect and did not seem to emphasize two overlapping themes of enthusiasm and "fun." In addition, the only component the four students used in describing Mrs. Julia as a "fun" teacher was altering her teaching methods and techniques in the class. Based on that finding, the students seemed interested in having a "fun" teacher because of altering teaching techniques and methods in the class. In responding to the six questions, the students did not mention Mrs. Julia telling jokes, telling stories, using games, or having a sense of humor.

Table 31. Codes in Responses to Questions 6, 9, and 12.

	"Caring" Codes	"Respect" codes	"Commitment" Codes	"Knowledge" Codes	"Enthusiasm" codes	"Fun" codes
Jim	PL, OB, UN	CD, IN		ER	ET	DM
Sue	CO, GD		GR	WP, EX		
May		EQ	AL	WP, CF		
Joy			DW	EX	ED, EJ	SH
Combined codes	PL, OB, CO, UN, GD	EQ, CD, IN	DW, AL, GR	CF, WP, EX, ER	ET, ED, EJ	DM, SH
Missing codes	PT, FR, UT, RW, SC, FX	WT, EN, FG, AP	DP, ES	DA, KC, CL	GM, EG	JT, ST, GA

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, it was found that two students considered that Mrs. Julia's characteristics of caring influenced their motivation to learn. Jim thought that Mrs. Julia's talking about the students' learning problems, being a good observer, and understanding the students' needs influenced his motivation to learn. Sue believed that Mrs. Julia's consistency in teaching, and her guidance influenced

her motivation to learn. May and Joy did not think that Mrs. Julia's caring influenced their motivation to learn.

Based on that finding, Jim's and Sue's motivation to learn was influenced by Mrs. Julia's caring based on five components: first, her talking with students about their learning problems; second, being a good observer; third, being consistent in teaching; fourth, her understanding of the students' needs; and finally, her acting as a guide for the students' learning. In responding to the three questions, the students did not mention Mrs. Julia as polite, friendly, using understandable tests, use of rewards, giving them a second chance at tests, or being flexible about the scheduling of tests.

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, I found that two students noted that Mrs. Julia's respect influenced their motivation to learn. Jim thought that Mrs. Julia's consideration of students, and involving them in the learning process influenced his motivation to learn. May believed that Mrs. Julia's equal treatment of students influenced her motivation to learn. Sue and Joy did not think that Mrs. Julia's respect influenced their motivation to learn.

Based on that finding, Jim's and May's motivation to learn was influenced by Mrs. Julia's respect based on three components: first, her equal treatment of students, second her consideration of them, and third, her involving of them in the learning process. In responding to the three questions, the students did not mention Mrs. Julia as treating students well, encouraging them to participate in the class, giving them fair grades, or appreciating them as AP students.

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, it was found that three students considered Mrs. Julia's commitment influenced their motivation to learn. Sue believed that Mrs. Julia's good reputation influenced her motivation to learn. May thought that Mrs. Julia's teaching applicable knowledge influenced her motivation to learn. Joy perceived that Mrs. Julia's passion about increasing the students' learning influenced her motivation to learn. Jim did not think that Mrs. Julia's commitment influenced his motivation to learn.

Based on that finding, Sue's, May's, and Joy's motivation to learn seemed to be influenced by Mrs. Julia's commitment based on three components: first, her willingness to increase the students' learning, second, her teaching of applicable knowledge, and finally, her good reputation. In responding to the three questions, the students did not mention Mrs. Julia's planning for the students' learning, or giving extra time to the class.

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, I found that all four students considered Mrs. Julia's knowledge influenced their motivation to learn. Jim thought that Mrs. Julia's use of experiments influenced his motivation to learn. Sue believed that Mrs. Julia's good preparation and use of examples influenced her motivation to learn. May thought that Mrs. Julia's good preparation and confidence influenced her motivation to learn. Joy perceived that Mrs. Julia's use of example influenced her motivation to learn.

The most frequent components of Mrs. Julia's knowledge that influenced the students' motivation to learn were the good preparation and use of examples. Based on that finding, the students' motivation to learn seemed to be influenced by Mrs. Julia's knowledge based on four components: first, her good preparation, second her confidence at knowledge, third, her use of examples in class, and finally, her use of experiments in teaching. In responding to the three questions, the students did not mention Mrs. Julia as answering their questions in detail, connecting the psychology topics to other disciplines, or being clear in teaching.

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, it was found that two students considered Mrs. Julia's enthusiasm influenced their motivation to learn. Jim thought that Mrs. Julia's energy in class influenced his motivation to learn. Joy thought that Mrs. Julia's being excited and enjoying the teaching influenced her motivation to learn. Sue and May did not think that Mrs. Julia's commitment influenced their motivation to learn.

Based on that finding, Jim's and Joy's motivation to learn seemed to be influenced by Mrs. Julia's commitment based on three components: first, her energy in class, second, because she was excited in class, and finally, her enjoyment of teaching. In responding to the three questions, the students did not mention Mrs. Julia as exciting or having a good mood in the class.

As shown in Table 31, and based on the students' responses to questions 6, 9, and 12, I found that two students considered Mrs. Julia's "fun" influenced their motivation to learn. Jim considered that Mrs. Julia's altering the teaching influenced his motivation to learn. Joy thought that Mrs. Julia's sense of humor

influenced her motivation to learn. Sue and May did not think that Mrs. Julia's "fun" influenced their motivation to learn.

Based on that finding, Jim's and Joy's motivation to learn seemed to be influenced by Mrs. Julia's "fun" based on two components: her altering the teaching and her sense of humor. In responding to the three questions, the students did not mention Mrs. Julia as telling jokes, telling stories, or use of games.

As shown in table 31 and by looking at the components of each theme surfaced, it was found that the theme of caring was the most frequently occurring with the number of most components surfacing. On the other hand, "fun" was the least frequently occurring theme with the lowest number of components surfacing in questions 6, 9, and 12. Therefore, the students seemed to emphasize caring as the most important theme regarding their motivation to learn.

Table 32. Most Frequent Themes and Codes in Students' Responses.

	Questions 4, 5, 7, 8, 10, and 11		Questions 6, 9, and 12	
	Theme	Code	Theme	Code
Jim	Respect (7)	EN (3)	Respect (4)	IN (2)
Sue	Commitment (6)	GR (3)	Knowledge (4)	EX (3)
May	Caring (4)	WP (2)	Knowledge (3)	WP (2)
Joy	Respect (6)	WT (3)	Commitment (2)	DW (2)
Combined	Respect (17)	WT (5)	Knowledge (9)	EX (4)

Note: numbers next to themes and codes are frequency time.

As shown in Table 32 and based on the students' responses to questions 4-12, I found that each student mentioned a theme or a component of a theme more than other. In the students' responses of questions 4, 5, 7, 8, 10, and 11, I

found respect was the most frequent theme mentioned by all of the four students. In addition, the most frequent component that was mentioned by the four students was treating students well.

In the students' responses of questions 6, 9, and 12, I found knowledge was the only theme mentioned by all of the four students. In addition, the most frequent component mentioned by the four students was her use of examples in teaching (see Tables 31 and 32).

Comparing and Contrasting between the Students' Responses to
Questions 4-12, Observations, and Mrs. Julia's Responses

Because of the affective domain of the themes, the perceptions in this study were hard to define and measure. Due to that and the different points of views of the students, myself as an observer, and Mrs. Julia as a teacher, I found similarities and dissimilarities existed between the perceptions of the students, Mrs. Julia's responses, and mine. In stating the most frequent themes and components that were mentioned by the three parties, I found explanations for the similarities and dissimilarities between those themes and components.

Table 33. Most Frequent Themes and Codes in Data.

	Questions 4-12	Observations	Mrs. Julia's Interview
Theme	Respect (22)	"Fun" (26)	Respect (12)
Code	EQ (6), EX (6)	JT (7), ST (7)	IN (8)

Note: numbers next to themes and codes are frequency time.

As shown in Table 33 and based on the students' responses to questions 4-12, I found the students were interested in having Mrs. Julia as a respectful teacher more than caring, committed, knowledgeable, enthusiastic, or a "fun" teacher. In addition, they described her by two components, treating students equally, and her use of examples in teaching. They wanted to interact in the class as equals, and they wanted Mrs. Julia to bring the examples that need experience and scientific background. As students, they needed to be active learners not passive, and to share their knowledge with Mrs. Julia. As students, Jim, Sue, May, and Joy, perceived Mrs. Julia as a guide and not a controller of their learning.

As shown in Table 33 and based on my observations, it was important to find Mrs. Julia's acting as a "fun" teacher more than caring, respectful, committed, knowledgeable, or an enthusiastic teacher. In addition, I saw Mrs. Julia exhibiting two components, telling jokes and telling stories. Because my position was different from the students' position and Mrs. Julia's position as a teacher, I was impressed by her ability to be a "fun" teacher toward them to attract them to the class by being funny and interesting. As an observer, I was affected by her way of guiding students by telling jokes and stories in enlightening the class environment.

As shown in Table 33 and based on Mrs. Julia's responses, I found that Mrs. Julia described herself as a respectful teacher more than caring, committed, knowledgeable, enthusiastic, or a "fun" teacher. In addition, I thought she described herself by one component, involving students in the learning process.

Because her position was different from the students' position and mine as an observer, she emphasized the point of being responsible to engage students in the learning process. As a good teacher, she was attracting students to interact and engage them in the learning process. She was very serious in her teaching as a good teacher as to involve students to be positive learners and engaging in the learning process.

Table 34. Definitions' Components in Data.

	"Caring"	"Respect"	"Commitment"	"Knowledge"	"Enthusiasm"	"Fun"
Questions 4-12	PL, OB, CO, UN, GD	EQ, CD, IN	DW, AL, GR	CF, WP, EX, ER	ET, ED, EJ	DM, SH
Observations	PT, FR, PL, OB, SC, FX	CD, EN, IN	DW, DP	DA, CF, KC, EX, ER	ET, ED, GM	DM, JT, ST, GA, SH
Mrs. Julia's Interview	PL, FX, GD	WT, EN, IN	DW, DP,ES	WP	ED	DM
Common components	PL	IN	DW		ED	DM

As shown in Table 34 and based on the students' responses to questions 4-12, my observations, and Mrs. Julia's responses, I found there are common components of the definition of each theme. All of the three parties, the students, Mrs. Julia, and myself agreed on common components of most of the themes. We agreed on one component of each theme of caring, respect, enthusiasm, and "fun." They did not agree on any component on perceiving Mrs. Julia as a knowledgeable teacher. The students, Mrs. Julia and myself agreed on five

components overall. We agreed on her talking with students about their learning problems, her involving them in the learning process, her passion about increasing the students' learning, being excited in class, and her altering the teaching methods and techniques. The themes that were represented by these five components are caring, respect, commitment, enthusiasm, and "fun." There was no agreement on any component of knowledge. Because of the overlapping between all of the six themes and their components, I believed that neither the students, Mrs. Julia, nor myself meant that Mrs. Julia is not a knowledgeable teacher just because there was no agreement on any component of the theme of knowledge. The students agreed on four components of knowledge, I denounced five components, and Mrs. Julia mentioned one component.

Based on the students' definition of caring, they wanted to be active learners by talking with Mrs. Julia about their learning problems and being understood by her. In addition, the students wanted Mrs. Julia to be a good observer, consistent in teaching and guide the class not to control it. The students perceived Mrs. Julia as a respectful teacher by her equal treatment of the students, her consideration of them, and involving them in the learning process. Based on the students' definition of commitment, they perceived Mrs. Julia as a committed teacher by her passion about increasing the students' learning, teaching them applicable knowledge, and keeping her image as teacher with a good reputation.

Based on the students' definition of knowledge, they perceived Mrs. Julia as a knowledgeable teacher by describing her as a confident teacher, well

prepared in her major, able to use examples and experiments in class. Based on the students' definitions of enthusiasm, they perceived Mrs. Julia as energetic in class, excited, enjoying her teaching. Finally, the students perceived Mrs. Julia as a "fun" teacher because she altered her teaching methods and techniques and she had a sense of humor that made the class not boring.

Based on my definition of caring, I saw Mrs. Julia as a polite teacher, friendly with students, talking with them about their learning problems, a good observer, flexible about the scheduling of tests, and giving students a second chance at tests. Regarding respect, I saw Mrs. Julia as a respectful teacher because she was considerate with her students, encouraging them to participate, and involving them in the learning process. Based on my definition of commitment, I saw Mrs. Julia as committed teacher by her passion about increasing the students' learning, and her planning for it.

Based on my definition of knowledge, I saw Mrs. Julia as a knowledgeable teacher because she answered the students' questions in detail, she was confident at her background, connecting psychology to other disciplines, using examples, and using experiments in class. Regarding enthusiasm, I saw Mrs. Julia as an enthusiastic teacher because she was energetic in class, excited in teaching, and she was always in a good mood in class. Based on my definition of "fun," I saw Mrs. Julia as a "fun" teacher by her altering her teaching, telling jokes, telling stories, use of games, and having a sense of humor.

Based on Mrs. Julia's definition of caring, she saw herself as talking with them about their learning problems, flexible at tests, and guiding students in

class. Regarding respect, she saw herself as a respectful teacher because she treated her students well, encouraged them to participate, and involved them in the learning process. Based on her definition of commitment, she saw herself as a committed teacher from her passion about increasing the students' learning, her planning for it, and by giving them extra time.

Based on Mrs. Julia's definition of knowledge, she saw herself as a knowledgeable teacher because she was well prepared. Regarding enthusiasm, she saw herself as an enthusiastic teacher because she felt excited in class. Based on her definition of "fun," she saw herself as a "fun" teacher by altering her teaching methods and techniques.

Table 35. Components that Surfaced, those that did not, and Definitions from the Literature.

	"Caring"	"Respect"	"Commitment"	"Knowledge"	"Enthusiasm"	"Fun"
Components that surfaced	PT, FR, PL, OB,CO, SC, FX, UN, GD	WT, EQ, CD, EN, IN	DW, DP, AL, ES, GR	DA, CF, WP, KC, EX, ER	ET, ED, GM, EJ	DM, JT, ST, GA, SH
Components that did not surface	UT, RW	FG, AP		CL	EG	
Literature definitions	PT, FR, PL	WT, EQ	DW, DP	² WP, KC, CP, IT, LS, JL	³ ED, ET	⁴ EG, SH, EJ, EN, PF,PP

² These codes represent the components of knowledge, enthusiasm, and "fun" based on the literature. I added them after the data analysis and I did not use them in the data analysis.

³ Ibid.

⁴ Ibid.

Table 35 exhibits the components which surfaced and those that did not surface of the six themes, caring, respect commitment, knowledge, enthusiasm, and "fun." By comparing and contrasting the components which did not surface with the definitions surfaced in the literature components, I provided an understanding of surfacing or not surfacing them in my data. Although the component of using understandable tests was used in the responses to questions 1-3, it was not used in the other parts of data because it overlapped with other components. This component overlapped with flexibility of Mrs. Julia at tests, talking with students about their learning problems, and giving them a second chance at tests. The component of use of rewards was not utilized because it overlapped with other components. Although the component of use of rewards was utilized in the responses to questions 1-3, it was not used in the other parts of data because it overlapped with other components. This component overlapped with most of the other components that reflected the notion of giving of Mrs. Julia in class such as being polite, friendly, flexible at tests, and other components.

Although the component of giving fair grades was used in the responses to questions 1-3, it was not used in the other parts of data because it overlapped with other components. This component overlapped with flexibility of Mrs. Julia at tests, and giving them a second chance at tests. The component of appreciating AP students was not used because it overlapped with other components. This component overlapped with other components such as being polite, and being friendly. Although the component of being clear in teaching was used in the

responses to questions 1-3, it was not used in the other parts of data because it overlapped with other components. This component overlapped other components such as the good preparation, use of examples and connecting psychology with other disciplines.

Finally, the component of being exciting in teaching was not surfaced in the responses to questions 4-12 even it was surfaced in the responses to questions 1-3 because it overlapped with other components. This component overlapped with other components such as having a good mood, having a sense of humor, and enjoying teaching.

Summary

In this study, each student talked about his or her perceptions about Mrs. Julia. Moreover, the observations provided information about Mrs. Julia's teaching components, but their emphasis was on the actions of Mrs. Julia more than her attitude. Mrs. Julia's interview provided more of her educational beliefs. In general, the combination of all of the sources of data provided a rich description of Mrs. Julia's teaching characteristics.

All of the six themes of caring, respect, commitment, knowledge, enthusiasm, and "fun" were common between all of the three data sources but respect was most mentioned by both the students and Mrs. Julia (see Tables 33 and 35). On the other hand, "fun" was most frequently mentioned in the observations. The most frequent components mentioned in each of the three

sources were different from each other. The students mentioned the equal treatment of students and use of examples in teaching. In the observations, telling jokes and telling stories were the most frequent components. In Mrs. Julia's interview, the most frequent component was involving the students in the learning process.

The next chapter provides the findings of this study. Based on the findings, the next chapter states the conclusions and recommendations of the researcher.

CHAPTER 7

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

One of the greatest tasks of teachers is to help students learn how to be recipients of care. Those who have not learned this by the time they have entered school are at great risk, and their risk is not just academic. Unless they respond to caring attempts, they will not grow, and they will certainly not learn to care for others... Teachers may need to devote long periods of time to the establishment of caring relations with these children (Noddings, 1992, p. 108).

The quality of public teachers is an area of educational interest. One important characteristic of teachers is caring for their students. Caring is not the only characteristic that teachers must have. Besides caring, respect, commitment, knowledge, enthusiasm and "fun" are important teaching characteristics. The students' perceptions about their teacher was an important source to study the teacher's teaching characteristics and their beliefs about how those characteristics influence their motivation to learn.

The purpose of this study was to investigate and document the students' perceptions about Mrs. Julia's teaching characteristics and the effect of them on students' motivation to learn. By using a case study methodology, I investigated Mrs. Julia's teaching characteristics utilizing the students' interviews, my observations, and Mrs. Julia's interview. The resulting data were analyzed to determine what characteristics of Mrs. Julia were perceived by the students and how do those characteristics influence the students' motivation to learn.

Information gathered in the study resulted in the following findings, conclusions, and recommendations.

Findings

Analysis of data provided the basis for findings. The following findings are those findings responding to the four research questions and other findings based on the students' responses to the interview questions.

Findings Responding to Research Questions

In responding to the first research question, it was found that all of the students perceived Mrs. Julia as a caring, respectful, committed, and knowledgeable teacher. One student perceived her as an enthusiastic teacher and three students perceived her as a "fun" teacher. All the students were motivated to learn by Mrs. Julia's knowledge. Two students were motivated by her caring, two students were motivated by her respect, three students were motivated by her commitment, two students were motivated by her enthusiasm, and two students were motivated by her "fun" (see Table 31).

In responding to the second research question, I found that students perceived Mrs. Julia as a caring teacher because she talked with students about their learning problems, was friendly with them, was a good observer in the class, was consistent in teaching, understood their needs, used rewards, gave them a second chance at tests, and was flexible at tests. Students were motivated to

learn by Mrs. Julia's caring because she talked with them about their learning problems, was a good observer in the class, was consistent in teaching, understood their needs, and guided their learning.

In responding to the third research question, students perceived Mrs. Julia as a respectful teacher because she treated them well and equally, was considerate of them, encouraged them to participate, involved them in the learning process, gave them fair grades, and appreciated AP students. Students were motivated to learn by Mrs. Julia's respect because she treats them equally, considers them, and involves them in learning process.

In responding to the fourth research question, I found that students perceived Mrs. Julia as a committed teacher because she was passionate to increase the students' learning, taught applicable knowledge, spent extra time for the class, and had a good reputation. Students were motivated to learn by Mrs. Julia's commitment because she was passionate about increasing the students' learning, taught applicable knowledge, and had a good reputation.

Additional Findings

All the students mentioned teacher's knowledge as the teaching characteristic that influences their motivation to learn. The students mentioned four components of knowledge: good preparation, use of examples, use of experiments, and confidence in subject matter. The most frequent two components mentioned by the students regarding their motivation to learn were

good preparation and use of examples. This finding reflected the importance of teacher's knowledge as an influential on the students' motivation to learn (see Table 31).

All the students talked about at least one of the two components of respect: treating students well and treating them equally. The students mentioned those two components of respect more frequently than other components in responding to questions 1-3 when I asked them about Mrs. Julia's teaching characteristics in general and their influence on their motivation to learn (see Table 31).

In responding to questions 1-3, the students did not mention the commitment components as much as they mentioned caring and respect components. In questions 1-3, I asked the students about their perceptions about Mrs. Julia's teaching characteristics in general and their influence on the students' motivation to learn. From their perspective, the students' responses reflected that their focus was on caring and respect more than commitment (see Tables 6, 7, and 8).

I asked the students about Mrs. Julia's caring, respect, and commitment in questions 4, 5, 7, 8, 10, and 11. In their responses, the students mentioned respect more frequently than other characteristics. In addition, the most frequent component mentioned was treating them well by the teacher. This finding reflects the importance of respecting students by teachers especially treating them well (see Table 32).

Conclusions and Recommendations for Practice

Based on the findings of this study, the following conclusions were drawn.

The interviewed students perceived Mrs. Julia as a caring teacher, so that finding reflects that the students cared about the theme of caring. Therefore, schooling might become more secure, beneficial, and influential by teaching students and teachers about the theme of caring. Noddings (1995) suggested smaller schools and more family oriented classes based on the importance of caring (p. 679). If caring is included as an educational goal in schooling, one of the best practices for that inclusion is to have caring teachers not who just tell students to care, but to have teachers who are role models for caring. Thayer-Bacon (1993b) argued the importance of caring for each other and to open our arms and embrace each other and to build a connected community (p. 17). Osborne (1997) called for that community arguing that "the essence of community is people interacting with each other because each can contribute something different and unique towards a common purpose, towards fulfilling a mutual need" (p. 193).

According to the students' responses to questions 4-12, and Mrs. Julia's responses to her interview questions, the most frequently characteristic mentioned was respect. That reflects the importance of respect in teaching. If teachers respect their subject matter and students, they provide caring, commitment, knowledge, enthusiasm and humor to the class.

Based on students' responses about commitment, it is concluded that teachers need to be committed to their students, jobs, and their subjects by being honest in their efforts to develop their students' learning and to be faithful in utilizing their positions' authority and influence. Commitment not only reflects honesty, but also means attempting to be good role model teachers. By spending extra time and effort and by planning for their classes, committed teachers have a strong influence on their students' learning.

Based on the students' responses, knowledge was the most frequently mentioned regarding students' motivation to learn. This finding concludes that teachers' knowledge is very essential in schooling. Students are motivated by knowledgeable teachers because teachers are expected to be experts in transmitting information, analyzing perspectives, answering questions, validating correct knowledge, and sustaining valuable activities.

Based on students' responses about enthusiasm, enthusiastic teachers are needed in schools. That enthusiasm conveys their passion, love of knowledge, patience, and other characteristic that students identify strongly with their teachers. Excited teachers tend to be happy, passionate, and liked by their students. Exciting teachers encourage their students to involve in the learning process and to be active learners.

According to the students' responses to the interview questions, they perceived a "fun" teacher as a teacher who is not boring. The misconception of a "fun" teacher should be clarified. Being a "fun" teacher does not mean wasting the class time and not being rigorous at sharing knowledge. Being a "fun" teacher

does not contradict with being a good teacher in terms of knowledge. Ralph (1989) argued that "to laugh with students reduces tension and enhances classroom morale (p. 143) By motivating students and attracting them to the learning process, "fun" teachers are successful in producing and appreciating humor.

Because Mrs. Julia's interview provided different views about good teaching characteristics, it seems that teachers may look at themselves differently than students. While the teachers talked about their responsibilities as teachers, the students saw their teachers differently because they were viewing from a different perspective. Therefore, I recommend adding students' interviews to any education study because the students' perceptions are coming from a different perspective.

Based on Mrs. Julia's interview where she stressed the importance of involving her students in the learning process, that involvement looks very essential for students' interaction and to share with their teacher their responsibility. As a good teacher, Mrs. Julia believed the shifting of the responsibilities between students and teachers created an active learning climate.

Recommendations for Further Research

Joy mentioned the importance of the Advanced Placement (AP) students gaining their teachers respect, so I recommend a study about AP high school students' needs, privileges, and perceptions.

Some of the good teaching characteristics found in this study were attitudes such as the components of caring, respect, and commitment, so I recommend studying about the inclusion of attitude characteristics for teachers enrolling into the teachers' colleges.

In this study, I did not examine the effects of any standardized test, but instead I studied students' perceptions, so I recommend examining the effects of the good teachers on students' GPA, SAT and other standardized tests.

In this study, I did not have an equal number of boys and girls in my sample, so I could not talk about the differences between them, if any. Therefore, I recommend studying about the relationships between gender and students' perceptions of teaching characteristics and the relationship to the students' motivation to learn.

Summary

Based on the data analysis, the findings of this study provided answers to the research questions about Mrs. Julia's teaching characteristics. The students

agreed that Mrs. Julia was a caring, respectful, committed, and knowledgeable teacher. Also, they agreed that teacher's knowledge motivated them to learn.

The findings and conclusions brought recommendations for educational practices and further studies in future. Those conclusions and recommendations dealt with the importance of students' perceptions, and teacher knowledge.

The most frequent theme mentioned by the students and Mrs. Julia was respect, but the most frequent theme mentioned in the observations was "fun." The students stressed two components of Mrs. Julia's teaching characteristics. They stressed the equal treatment of the students and use of examples in class. Regarding their motivation to learn, the most frequent teaching characteristic mentioned by the students was knowledge. On the other hand, Mrs. Julia stressed the point of involving students in the learning process, and as an observer, I stressed the point of storytelling and joke telling in Mrs. Julia's teaching.

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APPENDICES

APPENDIX A
DATA CODES

Table 36. Data codes.

#	Code	Code explanation	Theme
1	PT	Polite with students	Caring
2	FR	Friendly with students	Caring
3	PL	Talking with students about their learning problems	Caring
4	OB	Being a good observer	Caring
5	CO	Consistent in teaching	Caring
6	UT	Using understandable tests	Caring
7	RW	Using rewards in teaching	Caring
8	SC	Giving a second chance in tests	Caring
9	FX	Giving flexible tests	Caring
10	UN	Understanding students' needs	Caring
11	GD	Guiding students' learning	Caring
12	WT	Treating students well	Respect
13	EQ	Treating students equally	Respect
14	CD	Considerate with students	Respect
15	EN	Encouraging students to participate	Respect
16	IN	Involving students in the learning process	Respect
17	FG	Grading students fairly	Respect
18	AP	Appreciating AP students	Respect
19	DW	Passionate to increase students' learning	Commitment
20	DP	Planning for students' learning	Commitment
21	AL	Teaching applicable knowledge	Commitment
22	ES	Spending extra time for class	Commitment
23	GR	Having a good reputation	Commitment
24	DA	Answering students questions in detail	Knowledge
25	CF	Confident in knowledge	Knowledge
26	WP	Well prepared	Knowledge
27	KC	Connecting psychology to other disciplines	Knowledge
28	CL	Clear in teaching	Knowledge
29	EX	Using examples	Knowledge
30	ER	Using experiments	Knowledge
31	ET	Energetic in class	Enthusiasm
32	ED	Excited in class	Enthusiasm
33	GM	Having as good mood in class	Enthusiasm
34	EJ	Enjoying teaching	Enthusiasm
35	EG	Being exciting in class	Enthusiasm
36	DM	Altering teaching methods and techniques	"Fun"
37	JT	Telling jokes	"Fun"
38	GA	Using games	"Fun"
39	ST	Telling stories in class	"Fun"
40	SH	Having a sense of humor in class	"Fun"

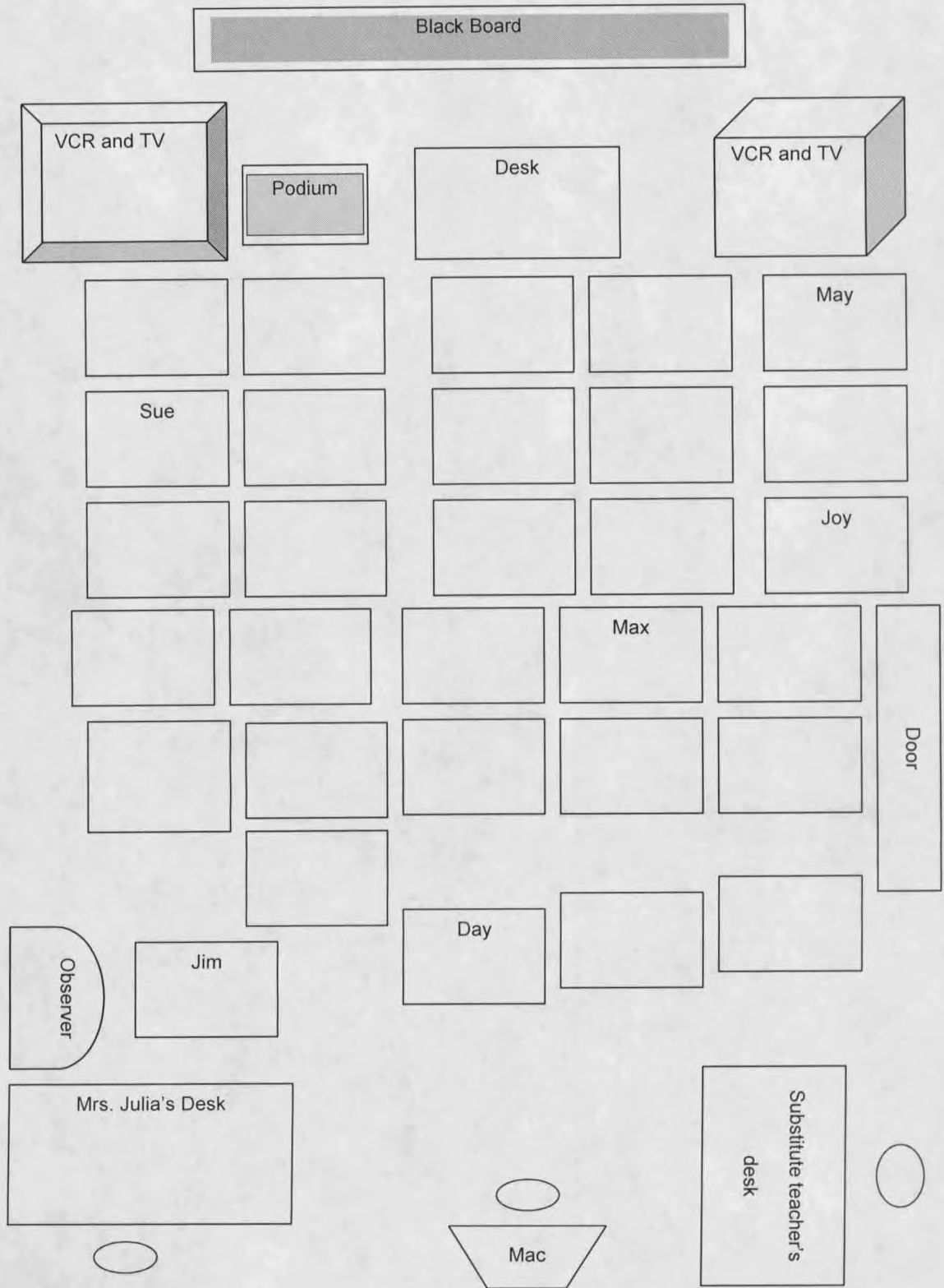
APPENDIX B
LITERATURE CODES OF NEW THEMES

Table 37. Literature codes of new themes.

#	Code	Code meaning	Theme
1	WP	Well prepared	Knowledge
2	KC	Embodying learning	Knowledge
3	CP	Conveying passion for learning	Knowledge
4	IT	Providing the basis for independent thought	Knowledge
5	LS	Learning from students	Knowledge
6	JL	Justifying students' learning	Knowledge
7	ED	Excited	Enthusiasm
8	ET	Energetic	Enthusiasm
9	EG	Exciting	"Fun"
10	SH	Having a sense of humor	"Fun"
11	EJ	Enjoying	"Fun"
12	EN	Encouraging	"Fun"
13	PF	Proud of success of their former students	"Fun"
14	PP	Proud of success of their present students	"Fun"

APPENDIX C
DIAGRAM OF MRS. JULIA'S CLASSROOM

Figure 1. Diagram of Mrs. Julia's Classroom.



APPENDIX D

ASSISTANT SUPERINTEDENT'S CONSENT FORM

Assistant Superintendent's Consent Form
For
Participation in "Montana High School
Students' Perceptions about
Teaching Characteristics"

Permission is requested to conduct a case study by Sulayman Alkhayyatt, a doctoral candidate, at the Department of Education, at Montana State University, Bozeman. This study is under the direction of Dr. Jana Noel, Department of Education, Montana State University, P. O. Box 172880, Bozeman, MT, 59717. Phone number: 994- 6465.

For about eight weeks beginning 10/29/1998, and ending 12/17/1998, Sulayman will interview six of the students who are enrolled in AP psychology classes at Montana High School. Each student will be audio taped and used for writing a doctoral thesis. The participants will be interviewed during their study hall periods.

Sulayman will ask each student about Mrs. Julia's teaching. In addition, he will observe the AP psychology classes in which the participants are enrolled one a week during those eight weeks.

If the participants agree to participate, this study will have no potential risk. Their participation gives them the right to withdraw their consent or discontinue at any time. All information collected during the interviews and observations will be kept confidential. All individual privacy will be maintained in all published and written material resulting from this study will be erased no later than July 1999. There are no personal or benefits for any of the participants. This study has no specific funding or sponsor except the individual researcher.

If you have any questions or concerns regarding this study, please feel free to ask the researcher or Dr. Jana Noel, his academic advisor. A signed copy of this consent form will be provided to you as soon as possible.

I, ..., Assistant Superintendent of Bozeman Public Schools, consent to this study and will ensure that the above described procedures are followed.

.....
, Assistant Superintendent

.....
Date

APPENDIX E
PRINCIPAL'S CONSENT FORM

Principal's Consent Form
For
Participation in "Montana High School
Students' Perceptions about
Teaching Characteristics"

Permission is requested to conduct a case study by Sulayman Alkhayyatt, a doctoral candidate, at the Department of Education, at Montana State University, Bozeman. This study is under the direction of Dr. Jana Noel, Department of Education, Montana State University, P. O. Box 172880, Bozeman, MT, 59717. Phone number: 994- 6465.

For about eight weeks beginning 10/29/1998, and ending 12/17/1998, Sulayman will interview six of the students who are enrolled in AP psychology classes at Montana High School. Each student will be audio taped and used for writing a doctoral thesis. The participants will be interviewed during their study hall periods.

Sulayman will ask each student about Mrs. Julia's teaching. In addition, he will observe the AP psychology classes in which the participants are enrolled one a week during those eight weeks.

If the participants agree to participate, this study will have no potential risk. Their participation gives them the right to withdraw their consent or discontinue at any time. All information collected during the interviews and observations will be kept confidential. All individual privacy will be maintained in all published and written material resulting from this study will be erased no later than July 1999. There are no personal or benefits for any of the participants. This study has no specific funding or sponsor except the individual researcher.

If you have any questions or concerns regarding this study, please feel free to ask the researcher or Dr. Jana Noel, his academic advisor. A signed copy of this consent form will be provided to you as soon as possible.

I, ..., Principal of Montana High School, consent to this study and will ensure that the above described procedures are followed.

.....
, Principal

.....
Date

APPENDIX F
MRS. JULIA'S CONSENT FORM

Mrs. Julia's Consent Form
For
Participation in "Montana High School
Students' Perceptions about
Teaching Characteristics"

You are invited to participate in a case study conducted by Sulayman Alkhayyatt, a doctoral candidate, at the Department of Education, at Montana State University, Bozeman. This study is under the direction of Dr. Jana Noel, Department of Education, Montana State University, P. O. Box 172880, Bozeman, MT, 59717. Phone number: 994- 6465.

For about eight weeks beginning 10/29/1998, and ending 12/17/1998, Sulayman will interview six of the students who are enrolled in AP psychology classes at Montana High School. Each student will be audio taped and used for writing a doctoral thesis. The participants will be interviewed during their study hall periods.

Sulayman will ask each student about Mrs. Julia's teaching. In addition, he will observe the AP psychology classes in which the participants are enrolled one a week during those eight weeks.

If the participants agree to participate, this study will have no potential risk. Their participation gives them the right to withdraw their consent or discontinue at any time. All information collected during the interviews and observations will be kept confidential. All individual privacy will be maintained in all published and written material resulting from this study will be erased no later than July 1999. There are no personal or benefits for any of the participants. This study has no specific funding or sponsor except the individual researcher.

If you have any questions or concerns regarding this study, please feel free to ask the researcher or Dr. Jana Noel, his academic advisor. A signed copy of this consent form will be provided to you as soon as possible.

I have read the above and understand the time involved in participation in this study. I, Mrs. Julia, agree to participate in this research. I understand that I may refuse to participate and withdraw from the study at any time.

.....
Mrs. Julia, Teacher

.....
Date

APPENDIX G
STUDENT'S CONSENT FORM

Student's Consent Form
For
Participation in "Montana High School
Students' Perceptions about
Teaching Characteristics"

You are being asked to participate in a case study conducted by Sulayman Alkhayyatt, a doctoral candidate, at the Department of Education, at Montana State University, Bozeman. This study is under the direction of Dr. Jana Noel, Department of Education, Montana State University, P. O. Box 172880, Bozeman, MT, 59717. Phone number: 994- 6465.

For about eight weeks beginning 10/29/1998, and ending 12/17/1998, Sulayman will interview six of the students who are enrolled in AP psychology classes at Montana High School. Each student will be audio taped and used for writing a doctoral thesis. The participants will be interviewed during their study hall periods.

Sulayman will ask each student about Mrs. Julia's teaching. In addition, he will observe the AP psychology classes in which the participants are enrolled one a week during those eight weeks.

If the participants agree to participate, this study will have no potential risk. Their participation gives them the right to withdraw their consent or discontinue at any time. All information collected during the interviews and observations will be kept confidential. All individual privacy will be maintained in all published and written material resulting from this study will be erased no later than July 1999. There are no personal or benefits for any of the participants. This study has no specific funding or sponsor except the individual researcher.

If you have any questions or concerns regarding this study, please feel free to ask the researcher or Dr. Jana Noel, his academic advisor. A signed copy of this consent form will be provided to you as soon as possible.

I have read the above and understand the time involved in participation in this study. I, agree to participate in this research. I understand that I may refuse to participate and withdraw from the study at any time.

.....
, Student

.....
Date

.....
, Student's Parent

.....
Date

MONTANA STATE UNIVERSITY - BOZEMAN



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