THE IDEAL TEACHER PERSONALITY

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Abstract

Educational system is being challenged each and every day, and in order to slightly overcome those challenges one should know how to react on them. One of the easiest way to overcome difficulties is the support for teachers in their professional development in teaching. Among others building ideal teacher personality is recently considered as important teacher development approach.

'The ideal teacher' is a subject discussed in various educational and philosophical theories, which is composed of many qualities and different features. This study investigates the perceptions of senior students about the qualities of the ideal teacher, mostly focusing on four general aspects: professional characteristics, teaching skills, student-teacher relationship, and classroom climate. Content analysis was used to classify the data of the written text in each category. The findings reveal that students' preferences about the ideal teacher differ sometimes, but most of them circle around creative minds, professionally prepared and a good class manager. Among the top qualities of a teacher stands the strong relationship between the student and teacher, the usage of different activities, communication, love for the profession and of course qualification and knowledge in the field.

Keywords*: ideal teacher characteristics; teaching skills; student-teacher relationship; classroom climate.*

INTRODUCTION

The importance of teaching has already been verified throughout decades and came across so many countries, cultures and different nations. Each and every day the evolving process of modernization brings teaching in front of a more challenging and different barriers that every participant, be it a student, teacher, even the whole school staff is being affected in one way or another. They are being challenged to transform educational outcomes, frequently under hard circumstances. This noble profession allows them to implement change in nation building, educates students for future leaders, alter student performance and one of the most important things, build identities among students. They furnish students with the ability they need to become active and hardworking citizens in the 21st century. Good teachers and leaders are not born, they have been educated to become good teachers and leaders. Having a vision of teaching and valuing the work may have an important impact on one's sense of identity, determination and commitment. Teaching should be done in such a way that brings students to the desire and ability towards practical and high goals. What teachers do is one of the most important and exacting of professions. It is one of the professions that requires many special qualities that are often overlooked or underestimated, for example personality qualities. Therefore, the selection and qualification of teachers should be of vital importance.

According to a research done by Vanessa Vega (2013), one of the essential things in cultivating high quality teaching is the support for ongoing professional learning in schools. "Developing systems that support teachers in sustained professional learning and refinement of teaching practice is perhaps the single most important way to promote student learning and educational opportunity in schools or districts" (Vega V, 2013). Across this research reviewed here, some of the systems that effectively support teacher development include collaborative, job-embedded feedback cycles that enable teachers to reflect critically on teaching practices in order to identify those that best promote students' learning and engagement. In addition, administrator support for professional learning and teachers playing an active role in their own learning are critical for these systems to work.

Effective education provides great impact in improving learning. Of course, for a successful leadership in promoting learning, there are some essential ingredients that should be followed. According to Kenneth Leithwood, Karen Seashore, and et.al. (2004), "the impact of leadership tends to be greatest in schools where the learning needs of students are most acute". Below we can find some of the essentials presented in this research, for high-quality leaders to achieve this impact:

- By setting directions – charting a clear course that everyone understands, establishing high expectations and using data to track progress and performance.

- By developing people – providing teachers and others in the system with the necessary support and training to succeed.

- And by making the organization work – ensuring that the entire range of conditions and incentives in districts and schools fully supports rather than inhibits teaching and learning (Leithwood K. et.al. 2004).

These simple but remarkably important essentials are some of the numerous requirements that lead school systems towards success. These, and many other basic ingredients, are necessary to transform schools into real education. What does this mean? Real education meaning teaching students to listen while they are hearing, relate their everyday life with their time spent at school, each experience a child goes through will leave an impression in his character, be it good or bad.

The structure of this study is as follows; the literature review part elaborates a general overview on whom is considered the ideal teacher, some comments and thoughts chosen randomly; continuing with the selection of a report that shows how best to improve education systems for a better teaching and learning qualities, also you can find some categories attributed to good teachers. Likewise, worth mentioning are some specific reasons why teacher's personality is important, and some strategies considered crucial in bringing teaching at the highest level of effectiveness. The theoretical background concludes with features and the significance of teachers in 21st century multicultural world. Continuing the second chapter with the methodology in order to present in the next chapter the results and analysis where you can find the content analysis results of the questionnaire. Concluding the final chapter with a compilation of the whole study and the recommendations given in order to improve and raise awareness among school systems about the importance of teacher's personality.

1. Literature Review

1.1. Who is the ideal teacher?

Below you will find some collected comments taken from an internet webpage[1], different opinions about the ideal teacher.

Meenakshi Pantibathe (2015), "An ideal teacher is word which we understand much ahead in life. As a student if you see who a teacher is, a normal human being as you and me but his or her words imprint in your mind, tough things are taught in simpler ways in very simple words, unclear path of life becomes clear, wild dreams become real and then when our life touches highest height, we realize all this was possible by a magic of that normal human being called teacher. That's idealism, then you proudly say my teacher taught me to achieve success, he is " ideal teacher".

Anirudh Chawla (2014), wrote "A teacher has the biggest responsibility in this whole world. He is the one who shapes the mind of the students and set their sail in the right direction. Ideal teachers not only praises them but even guide them wisely when they are wrong, Makes them accountable of their actions and decisions. Teaches them to find a purpose, to achieve a goal. To do what others think is impossible. Everyone is a teacher somewhere or the other in their life. Make sure you be the one the same what you would expect others to be to you."

Chineze Ndukwe (2017), "An ideal teacher is someone who has a combination of qualities, such as being very knowledgeable on his subject, able to effectively manage his classroom, genuinely enjoys teaching and dealing with students, has high expectations for his students, good communication skills and an engaging teaching style. Some other qualities are patience, resourcefulness, adaptability, resilience and a good sense of humor."

These and many other comments made regarding the ideal teacher, each one differing in their manner, but most of them intending the same objective, presenting teachers as future role models in every aspect of life.

1.2 Teacher Development

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[1] www.quora.com

According to a report done by OECD (Organization for Economic Cooperation and Development), in many high-performing education systems teachers do not only have a central role to play in improving educational outcomes, they are also at the centre of the improvement efforts themselves. In these systems it is not that top-down reforms are ordering teachers to change, but that teachers embrace and lead reform, taking responsibility as professionals. **The International Summit on the Teaching Profession** brings together education ministers, union leaders and other teacher leaders from high-performing and rapidly improving education systems to review how best to improve teacher quality and the quality of teaching and learning. Specifically, the report considers:

- *How teachers are recruited into the profession and trained initially*. Intelligent incentive structures are needed to attract qualified graduates into the teaching force. Pay levels can be part of this equation. However, countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. This requires teacher education that helps teachers to become innovators and researchers in education, not just deliverers of the curriculum.

- *How teachers are developed in service and supported*. Surveys show large variations across and within countries in the extent of professional development. Teachers in TALIS[2] reported that the most effective development is through longer programs that upgrade their qualifications or involve collaborative research into improving teaching effectiveness. Further issue related to supporting teachers in service is the extent to which their conditions of employment and their career prospects can be adapted to meet their needs and aspirations.

- *How teachers are evaluated and compensated*. Results from TALIS show that, at its best, appraisal and feedback is supportive in a way that is welcomed by teachers. It can also help lead to self-improvement and be part of efforts to involve teachers in

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[2] Teaching and Learning International Survey

improving schools. Whatever system is used must be fair, based on multiple measures, and transparently applied in ways that involve the teaching profession.

- *How teachers are engaged in reform.* Without the active and willing engagement of teachers, most educational reforms fail. The chances for success in reform can improve through effective consultation, a willingness to compromise and, above all, through the involvement of teachers in the planning and implementation of reform (OECD, 2011).

Above are presented some of the tips to make teaching more attractive and improving teaching effectiveness. "Research shows that people who have close contact with schools – such as parents who assist in classrooms, or employers who have students in workplace learning programs – often have much more positive attitudes towards teachers than people with little direct contact. This suggests that building stronger links between the schools and the community can help to enhance the status of teaching. Teachers and school leaders can play a key role in strengthening connections with families and communities as part of effective learning" (OECD, 2011).

The following analysis, taken from the OECD (2011), looks at how the individual development of teachers can be improved and how greater collaboration among teachers can improve teaching quality.

- Meeting the need for professional development. In many countries, the role and functioning of schools are changing–and so is what is expected of teachers. They are asked to teach in increasingly multicultural classrooms. They must place greater emphasis on integrating students with special learning needs, both special difficulties and special talents, in their classes. They need to make more effective use of information and communication technologies for teaching.

- The development of teachers beyond their initial education can serve a range of purposes, including to: update individuals' knowledge of a subject in light of recent advances in the area; enable individuals to apply changes made to curricula or other aspects of teaching

practice; enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; help weaker teachers become more effective, etc.

- Several aspects have shown to be central to successful professional development. In seeking to meet teachers' professional development requirements, policy makers and practitioners need to consider both how to support and encourage participation and how to ensure that opportunities match teachers' needs. This needs to be balanced with the cost in terms of both finance and teachers' time.

- The extent of in-service teacher education varies greatly across and within countries. In some countries, ongoing professional development already plays an important role. In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc (OECD, 2011).

Teacher evaluation and compensation also matters in teachers' development, "It is essential for improving the individual performance of teachers and the collective performance of education systems. Designing teacher-appraisal methods is not easy, and requires the objectives of accountability and improvement to be carefully balanced. A crucial feature is what criteria teachers are appraised against, including, but not limited to, student performance. Also important are the degree to which teachers improve their professional skills and, crucially, the part they play in improving the school and system as a whole. In this way, evaluation and appraisal need to be well aligned with the process of system change" (OECD, 2011). According to OECD (2011), teacher engagement in education reform is crucial and school reform will not work unless it is supported from the bottom up. Learning outcomes at school are the result of what happens in classrooms, thus only reforms that are successfully implemented in classrooms can be expected to be effective. But it also requires teachers to contribute as the architects of change, not just its implementers. Some of the most successful reforms are those supported by strong unions rather than those that keep the union role weak.

Above were mentioned some of the tips how to increase the education quality among schools and make it more attractive for students and also for graduates that are going to build a career as

teachers. What was noted as highly effective tip for increasing the quality was generally the collaboration for better understanding educational reforms.

1.2.1 "Good Teachers"

Below you can find some categories attributed to good teachers, which were taken from VASTEP[3] (1999).

1. Professional values.

   - are committed, as their primary responsibility, to improving student learning;
   - understand and are committed to the responsibilities and obligations of belonging to the teaching profession;
   - are willing to contribute to educational change and the shaping of educational policy etc.

2. Professional Knowledge and Dispositions

   - are knowledgeable about the part of the education system in which they work, and its relationship to other parts of that system;
   - understand their role as facilitators of the moral, spiritual, social, cultural, creative, aesthetic and physical development of children;
   - understand the framework of laws, regulations and policies that affect teachers' work; etc.

3. Professional development.

   - aim to continually improve their English language competence;
   - adopt a mentoring role with beginning teachers;
   - participate in a range of professional development activities as part of their continuing professional development etc.

4. Planning and Evaluation

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[3] http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Vanuatu.pdf

- plan their teaching on the basis of recent, relevant pedagogical research;
- use a wide variety of fair and consistent assessment strategies and instruments for diagnostic, formative and summative evaluation;
- establish expectations for students that are clear, challenging and achievable;

5. Management and Instruction

- effectively select and sequence learning activities, and manage and pace teaching time to achieve planned student outcomes;
- apply a variety of human, material and technological resources to 180maximize learning;
- are as impartial as possible when discussing controversial matters with students;

6. Communication

- use appropriate oral and written English at an advanced level to communicate clearly and effectively within the classroom and in other professional contexts;
- assist students to improve their English language skills in all learning situations etc.

7. Consideration of Individual Needs, Abilities/Disabilities and Aspirations

- understand that each student has diverse talents and interests, and take account of this diversity in their teaching;
- respect students as individuals, and adapt their teaching to suit the individual learning needs of all their students etc.

1.3 The importance of teacher's personality

It has already been proved that teachers play a major role in educational systems of a country and it is closely associated with the ideology which says "the educational growth and

development of a nation cannot rise above the level of their teachers" (Adewale O, 2013). According to Adewale (2013), teacher personality is important because:

   i.   Enables one to understand self, colleagues, and why / how some students, parents behave.

  ii.   Avoidance and reduction of unnecessary anger.

 iii.   Build an asset (human development and social development skills) to win more people and inspires others in school and society.

 iv.   For successful teaching in the classroom.

  v.   Teachers are repertoire of knowledge and builders of a Nation.

 vi.   To develop and transfer acceptable norms and practices in the society such as sincerity, personal integrity, humility, courtesy and wisdom to teeming secondary school students.

vii.   To develop teachers' belief and self-confidence (Adewale O, 2013).

Besides these general considerations about the importance of teachers' personality, after searching the internet, in some articles I encountered in four specific categories which in most cases are regarded as significant considering teachers' personality. As a matter of the fact, I have also chosen them to measure in my questionnaire paper. Below you can find elaborated these categories with some specific records that come under these categories:

1. Professional Characteristics: the ability to develop relationship with their students; patient, caring and kind; knowledge of learners; dedication to teaching; engaging students in learning; clear objectives; effective discipline skills; good classroom management skills; high expectations etc.[4] "It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effectivity of the language learning" cited from Fredson Soares paper (pg. 2).

2. Teaching skills: collaboration; communication; community building; conduct testing; critical thinking; disciplinary action; evaluate performance; flexibility; leadership;

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[4] http://teaching.org/resources/top-10-qualities-of-a-great-teacher

listener; planning; positive role model; relationship building; respectful; setting goals; team player; training; understanding etc.[5]

3. Student-teacher relationship: consistent communication; an emotionally- safe learning space; mutual respect, trust & feedback; true equity etc.[6]

4. Classroom Climate: make learning relevant; create a classroom code of conduct; teach positive actions; reinforce positive role models; always be positive etc.[7]

1.3.1 Effective teaching strategies

The main focus here is on features of effective teaching and classroom organization methodologies that lead to better student outcomes. There are several definitions of teaching effectiveness. In the Australian federation webpage was cited "Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyse, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners." Shahida Sajjad said that "The most accepted criterion for measuring good teaching is the amount of student learning that occurs" (pg. 1). In the research done by Sajjad, most of the students rated the lecture method as the best teaching method. Reasons included "teacher provides all knowledge related to topic, it is time saving method; students listen lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of; more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. (pg.4)." Below you will find some of the methods used at higher educational level, written in Sajjad's paper:

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[5] https://www.thebalance.com/teaching-skills-list-2062488 Retrieved on 13.02.2018
[6] https://www.teachthought.com/technology/4-timeless-elements-strong-student-teacher-relationships/ Retrieved on 17.02.2018
[7] www.ascd.org Retrieved on 19.02.2018

- Lecture method

- Discussion method

- Role play

- Case study

- Brainstorming

- Assignment method (pg.13).

"A good teacher is the one who applies the GRR system. GRR is Gradual Release of Responsibility, which means a good teacher should shift his time of talking to students and let them lead the class, but of course he should be there to follow their job and efficiency" cited from a questionnaire paper. The GRR system is considered as one of the most effective strategies used in teaching. "Scaffolder instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice" (Levy E. 2007). This approach, also referred to as 'I do it, we do it, you do it', includes demonstration, prompt and practice. Dough Fisher and Nancy Frey presented this approach in this triangle:
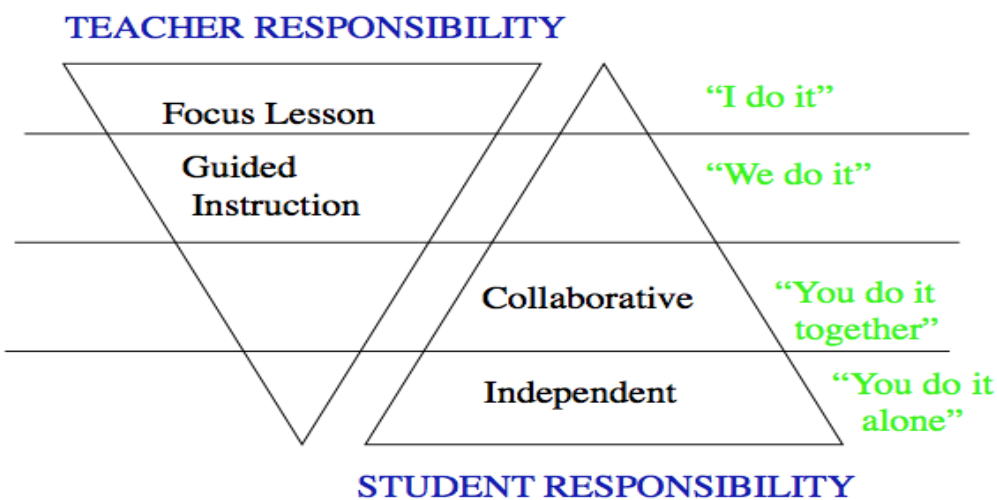
A Structure for Instruction that Works
(c) Fisher & Frey, 2006

According to Levy these triangles represent the student-teacher interaction and relationship. The 'I do it' phase includes the beginning of the lesson where the teacher's job is to present the new material and deliver the content among students. In the 'We do it' phase or the second phase

incudes the part where the teacher continues to model, question, cue and prompt students for understanding. The last phase is the 'You do it' where students work independently without relying on the teacher (Levy E. 2007).

Whereas Shaun Killian, in the Australian Society for Evidence Based Teaching article listed some top 10 evidence based teaching strategies:

1. **Clear lesson goals** (If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your lesson will be unclear. Clear lesson goals help you (and your students) to focus every other aspect of your lesson on what matters most.)

2. **Show and tell** (Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do.)

3. **Questioning to check for understanding** (Techniques such as 184 randomized sampling, student answer-boards and tell-a-friend help you to check for understanding.)

4. **Summarize new learning in a graphical way** (You can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what you have taught them.)

5. **Plenty of practice** (Practice helps students to retain the knowledge and skills that they have learned while also allowing you another opportunity to check for understanding.)

6. **Provide your students with feedback** (feedback provides your students with a tangible understanding of what they did well, of where they are at, and of how they can improve.)

7. **Be flexible about how long it takes to learn** (The idea that given enough time, every student can learn is not as revolutionary as it sounds. It underpins the way we teach martial arts, swimming and dancing.)

8. **Get students working together** (To increase the productivity of your groups, you need to be selective about the tasks you assign to them and the individual role that each group member plays.)

9. **Teach strategies not just content** (You can increase how well your students do in any subject by explicitly teaching them how to use relevant strategies.)

10. **Nurture meta-cognition** (Meta-cognition involves thinking about your options, your choices and your results – and it has an even larger effect on student results than teaching strategies.) (Killian Sh, 2015).

Following these strategies and many others you will undoubtedly reach to the highest point of expectations during teaching.

1.4 "Global teachers"

"Foreign language ability, global awareness, and intercultural communication skills are increasingly recognized as essential dimensions of productive participation in the emerging economic, civic, political and social arenas of the 21st century"(McCloskey E. 2012). These and many other skills are being promoted as necessary for global and intercultural communication. The focus of "global teachers" should be on what is best for each student in each school across the universe. Some documents done by the American Council on Education (2007), listed a set of parallel competencies that are necessary for promoting teacher competencies, most of these skills derive from the field of foreign language education, which are essential in promoting intercultural learning over a century (McCloskey E. 2012, pg.42).

According to McCloskey "Professional preparation documents, such as those prepared by the American Council on the Teaching of Foreign Languages (2002), imagine teachers who are capable of engaging sophisticated and nuanced interactional, interpretive and analytical skills when interacting with members of foreign cultures, conducting cultural investigations, and encountering cultural artifacts or information, as well as capable of designing educational opportunities that promote similar competencies in students (pg.42)". As cited in this part, teachers are required to engage a variety of skills in order to display equal proficiency among students and prepare them to grow awareness and intercultural sensitivity in this multilingual society.

1.4.1 Intercultural learning and competence

Immigration occurs to be one of the significant reasons of bringing learning and teaching to a more challenging position. In order to improve living conditions, build a better living community, people immigrate form one country to another, thus these people are being faced with the challenge to adopt to the new living place, new culture and frequently to the new language too. According to Katri Jokikokko (pg. 13, 2010), "intercultural learning and its result, intercultural competence, are seen as both conditions and aims for increasing cultural awareness, understanding, dialogue, fruitful co-operation and learning from each other in multicultural societies and the world". It is obvious that even if we do not often travel outside of our country, there are many other factors that make intercultural competence a necessary process, for example media, people and education.

"It is not enough that teachers are interreliantly competent themselves. They should also foster the development of intercultural competence in their students. Teachers have the opportunity to affect their students' awareness, open the world for them, and provide them with tools to critically analyze global phenomena and to act for a more equal and sustainable world (Jokikokko K. 2010)".

When teaching multicultural classes, knowledge and awareness of stereotypes, power structures, global issues and one's own values become significant. Asking questions such as whose knowledge, whose culture, whose traditions and whose language are we teaching, learning and transmitting to students should be part of a teacher's everyday reflection (Jokikokko K. 2010). Of course it is a process that it cannot be easily gained or learned only by traveling to another county, or only having some years of experience in education, it is a lifelong process.

2.1 Methodology

This research paper comprises the importance of the ideal teacher characteristics and also some senior student opinions' about a good language teacher, surveyed students belong to the

University of Gjakova, "Fehmi Agani", English Language department. Qualitative research methods have been employed in this paper. The findings of the survey have been analyzed regarding the opinions of foreign language students. This choice was made because of the importance of teacher's personality in today's educational system, and students belonging to this department suit the requirements of this paper, and their experience as students will facilitate the teacher's point of view for the students' needs.

The criteria used for this study has been developed to learn about senior students' understanding of a good language teacher, and the characteristics that mostly matter. I focused on these points because in most of the cases teacher's personality stands among the most important principles required from a teacher, in this case a language teacher, so, everyone interested in being a future language teacher may benefit from the conducted paragraphs.

The questionnaire was delivered to 30 students, among them 26 females and 4 males, aged around 20 to 26. Firstly, at the top of the questionnaire paper is given a short paragraph explaining the aim of the survey. Continuing with the first requirement, there are given four different categories, related with teacher's personality (Professional Characteristics, Teaching Skills, Student-Teacher Relationship and Classroom Climate), student's duty was to order them in terms of importance (in numbers), meaning which one of them do they think that matters most and which one matters less. The last part of the questionnaire consists the part of the paragraph which requires the students to write shortly about whom they consider a good language teacher. Later the coding of the content analysis will be used in order to classify the results according to the categories selected above, aiming to come out with the combination of the collected data.

2.1.1 Research Questions:

   a) What is effective teaching?
   b) What characteristics are essential to succeed as a teacher?
   c) What's the impact of teacher's personality to student's personality?

2.1.2   Research Hypothesis:

Having a perspective for teaching and estimating the effort may have an intense influence on one's sense of identity, flexibility and responsibility.

2.2 Aims

The aim of this study is to point out the importance of teachers' personality in nowadays educational systems. Alongside with that you can find some of the tips and suggestions that lead teachers in achieving the highest prosperity, as teaching involves one of the most responsible jobs in planet. Educating lots of generations in some aspects means having the future in your hands, and having a better future each of us should put all the efforts in the table and create change.

3.1 Analysis and results

This chapter includes the analysis of the questionnaire conducted at the University of Gjakova, Fehmi Agani, where participated 30 senior students, 26 females and 4 males, aged around 20 to 26. The main target of the survey is to learn about senior students' understanding of a good language teacher. Students had the opportunity to express freely their thoughts because the questionnaire was conducted in the anonymous form. The first requirement given in the questionnaire contains four selected features related to teacher's personality; student's task was to order them (in numbers) in terms of importance, meaning to write 1 for the most important and 4 for the least important. The categories selected are: Professional Characteristics, Teaching Skills, Student-Teacher Relationship, and Classroom Climate

Continuing with the first requirement, turns out that the most important characteristic is Teaching skills, following with Student Teacher relationship as the second most important characteristic, continuing with Professional characteristics as the third one, and last but not least, Classroom

climate was considered as less important in this case. Below you can find the results presented in tables.

Table 1: Characteristics selected as most important

Features	Frequency	Percentage
Teaching Skills	13	43.3 %
Student-Teacher Relationship	7	23.3%
Professional Characteristics	6	20%
Classroom Climate	4	13.3 %

According to the table, results show that what matters most to students is teaching skills, selected 13 times as the most important feature, seven students considered student-teacher relationship as the most important characteristic, four of them selected classroom climate and six others professional characteristics. In this case, teaching skills is ranked as one of the most valuable features related to teacher personality, "a good language teacher should have teaching skills in order to make language or the learning of a language easier for students", cited from one of the questionnaire papers.

Second most important feature selected is Student-Teacher Relationship, chosen 7 times, ranked almost as one of the most valuable characteristics. "A good language teacher is he who understands students' needs and works with them to help when needed", cited from the paragraphs.

Professional Characteristics is selected from students as third most important feature. "Good lecturer", "communicative", "professionally qualified", "to have a goal and a purpose", "to have experience", are some of the characteristics written that are listed under the category of professional characteristics.

Four students selected classroom climate as the fourth most important characteristic in the list, meaning same as with professional characteristic % of them think that classroom climate is ranked as least most important feature comparing to other features. Some students wrote: "create a good learning atmosphere", "feel comfortable", "safe classroom", "feel free to talk and share" etc.

The second requirement in the questionnaire paper is a short paragraph given where student's task was to write their personal opinions about what characteristics complete the ideal teacher personality. All the data collected from the questionnaire have been analyzed with the content analysis method. Firstly, responses were taken, and then they were classified under the four different groups (professional characteristics, teaching skills, student-teacher relationship and classroom climate). Relevant items were placed under specific groups. Below you can find the findings of the content analysis.

Table 2: Kosovar senior students' content analysis

Teacher Personality	Frequency	Percentage
Strong relation with students	9	30%
Use different activities	5	16.6%
Communicative	4	13.3%
Should have teaching skills	4	13.3%
Qualified	4	13.3%
Loves his/her job	4	13.3%
General knowledge	3	10%
Transfer knowledge to students	3	10%
Well prepared	3	10%
Fluent speaking	3	10%
Understands student's needs	3	10%
Motivate students	2	6.6%
To have good student-teacher relationship	2	6.6%

Make learning easier	2	6.6%
Know what/how to talk	2	6.6%
Know the subject	2	6.6%
Know phonetics, pronunciation, grammar	2	6.6%
Serious	2	6.6%
Strict	2	6.6%
Be cooperative	2	6.6%
Passionate about being effective	1	3.3%
Variety of exercises	1	3.3%
Clear evaluation process	1	3.3%
Shift talking time with students	1	3.3%
Leads to solutions	1	3.3%
Learns from his/her students	1	3.3%
Motivated	1	3.3%
Smart	1	3.3%
Creative mind	1	3.3%
Organized	1	3.3%
Listen students carefully	1	3.3%
Positive	1	3.3%
Wide vocabulary	1	3.3%
Open	1	3.3%
Friendly	1	3.3%
Make classroom safe place	1	3.3%
Use advanced teaching methods	1	3.3%
To have experience	1	3.3%
Calm	1	3.3%
Follow the rules	1	3.3%
To have a goal and a purpose	1	3.3%
Able to control the class	1	3.3%
A class where students feel comfortable	1	3.3%
To have good accent	1	3.3%

Good interaction	1	3.3%
Create good learning atmosphere	1	3.3%
Engaged and active	1	3.3%
Enough space for students activities	1	3.3%

Next, all the data where classified under the particular category where each word belonged to one of the specific features selected.

Table 3: Collected data from the questionnaire listed under specific categories

Professional Characteristics	Teaching Skills	Student-Teacher Relationship	Classroom Climate

Well prepared	Leads to the right solution/answer	Be in coordination with students	Enough space for students to give opinions
Motivated	Transmit knowledge to students	Learns from his/her students	A class where students feel motivated
Smart			
Creative mind			
Good lecturer	Use different methods	Understands students' needs	Feel free to talk and share
Communicative	Make topics more attractive	Work with students	Deal with the classroom as a whole
Willingly			
Knowledge in the field	Engaged and active	Good interaction	
	Make language learning easier	Connect with students	Follow the school rules
Professionally qualified		Cooperates with students	
Good accent	Different activities		Make classroom a safe place
Speak fluently	Interesting tasks	Listen students carefully	
Loves his/her job	Shift talking time with students		
Experience in teaching			Good learning atmosphere.
	Variety of exercises		
Organized	Good and accurate follow up on learned issue.		
Wide vocabulary			
Strict			
Clear evaluation process			
Advanced methods			
To have a goal and a purpose etc.			

All the collected data are presented in table number 3 where have been analyzed message characteristics and written under the specific category. This is the overall summarizing of the paragraph results but all the message characteristics will be condensed in table number 4 in order to have a more generalized meaning that resulted from the survey.

Table nr 4: Summarized data from the survey

Professional Characteristics	Teaching Skills	Student-Teacher Relationship	Classroom Climate
Good lecturer	Attractive lesson plan	Listen students	Enough space for student's opinions
To have experience	Transmit knowledge	Good interaction	Feel motivated
Clear evaluation	Engaged and active	Cooperation& coordination	Feel safe
Advanced methods		Understand students' needs	Follow school rules

As it can be seen from the results, according to the senior students of the University of Gjakova, the ideal teacher should be a good lecturer, meaning to have a good accent, to speak fluently, to be smart, well prepared, motivated, creative mind, also communicative. The other features that stand among the significant ones is that a good teacher should have experience in teaching, a clear evaluation process and use advanced methods during teaching. These features come under the professional characteristics. Whereas under teaching skills, worth mentioning features that the ideal teacher should possess are attractive lesson plans, including here interesting tasks, different methods, shift talking time with students etc. Transmit knowledge is also one of the features, including make learning easier. Also the ideal teacher should be engaged and active. Under the student-teacher relationship are listed the most important features. The ideal teacher should know how to listen students while they are expressing their thoughts; the ideal teacher should have a good interaction with students; should cooperate and be in coordination with students meaning, work with them and among the most important ones is that a good teacher should understand what the students' needs are. Senior students of Fehmi Agani want a classroom where they can feel free to express their thoughts; a class where they feel motivated and safe; also a class where they follow school rules.

Also what I have noticed from the research results, are some characteristics that do not belong to these four selected features. Students want form a teacher to be serious, strict and positive, to love the job, be calm, open and friendly. It can be said for these characteristics that actually they belong to personal characteristics.

4.1 Conclusion and Recommendations

For a student, teachers' image is very important, and there comes a moment when it becomes vital. The ideal teacher has pedagogical features, features that directly or indirectly impact students' life. Their ability can easily compare to parents ability. They make the difference in child's personality and identity, therefore each teacher should be aware what he or she transmits for them.

30% of the students require from the teachers to have a strong relationship with them. Fredson Soares also listed in his paper student-teacher relationship as one of the essential priorities; the kind of relation that allows them to feel free to ask or share whatever goes through their mind; the kind of relation where you feel free to talk while knowing that your opinion will not be underestimated at any time or any circumstance. The usage of different activities matters also very much, in order not to make students feel bored or tired, that would also make them feel motivated to attend the class. Those kinds of classes where time flies very fast without even being aware about it. So, different activities are one of the strongest tips for having successful classes.

Being too communicative sometimes may lead you to unpleasant situations but being a communicative teacher is one of the best qualities a teacher can possess. "Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created" cited from Friederike Klippel's paper (pg. 8). Communication sometimes brigs even the most introvert students into expressing their thoughts even without planning. 13% of students think that communication stands among top qualities of the ideal teacher. Another quality worth mentioning here is love for the profession. To love your profession and the way you do it, can give you the strength to continue further and most of the time satisfaction is there and success comes naturally.

Among top qualities of the ideal teacher are, of course, the qualification and the knowledge that a teacher possesses. Do not forget that what you teach may be transmitted to several

generations, so, make sure you do it the right way. These, and all the qualities presented on the content analysis, list under the conditions that one should fulfill in order to be remembered among the ideal teachers.

As noted earlier, globalization brought teaching and learning in front of many contradictions and challenges which each individual is being affected in one way or another. And, in order to slightly manage these challenges one should act towards them with the appropriate wit. As a recommendation, I would suggest that first of all should set directions and build systems that support teachers in professional learning and teaching development (such as those presented at The International Summit on The Teaching Profession, page 9, also in the Kenneth Leithwood and others paper; also In the Chinese province of Shanghai, each teacher is expected to engage in 240 hours of professional development within five years. Singapore provides teachers with an entitlement of 100 hours of professional development per year to keep up with the rapid changes occurring in the world and to be able to improve their practice, etc. (OECD, 2011)). Systems that would help teachers to reflect about their experiences in teaching. For instance, the usage of different activities in different classes would help to determine which of the methods was more effective. As a result, all teachers would present in front of other teachers what methods did they use and what was the effectiveness of those methods. In this case, each teacher would easily identify those activities that best promote students' learning and engagement. So, effective usage of the strategies is the best way to improve teaching and learning.

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