Student Teachers' and Educators' Perceptions of Educator Interpersonal Behavior at Teacher Education University in Iran

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Abstract

Classroom is an environment where teachers and students as inhabitants of different worlds are supposed to experience some sort of daily give-and-take. Such inherent discrepancies between these two groups of interlocutors might be among the untouched areas of research. Therefore, this study aimed to explore the cords and discords between first-year student teachers' and their educators' perceptions of educator interpersonal behavior. The sample of the study included 4 EFL educators and 102 student teachers majoring in TEFL at two branches of Iranian Teacher Education University. Data were collected with the Australian version of the Questionnaire on Teacher Interaction (QTI) that was validated and modified into four formats for measuring the participants' perceptions of the actual educators and an ideal educator interpersonal behavior. The results indicated that although both groups perceived an ideal educator interpersonal behavior similarly, the educators generally overestimated their cooperative behaviors and underestimate their oppositional ones in comparison to what their student teachers perceived. The results also indicated that male and female student teachers perceived some cooperative behaviors in the educators from the opposite gender more significantly. Based on the findings, it can be concluded that there are some perceptual mismatches between student teachers' and educators' perceptions of actual educator interpersonal behavior. Therefore, the findings imply that educators should take some measures to locate these perceptual mismatches and eliminate them gradually.

Keywords: Educator Interpersonal Behavior, Student Teacher, Teacher Educator

1. Introduction

Arguably, teachers and students are more or less inhabitants of different worlds. This arises from different ideologies, personalities, perceptions, and beliefs that each one has formed during years of educational experience. Kumaravadivelu (2006) refers to such discrepancies between teachers' perceptions and learners' perceptions as "perceptual mismatches" which are so prevalent in educational settings in a variety of forms including cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional, and attitudinal. Regardless of the potential source of mismatch, such discords between teacher intention and learners' interpretation will probably lead to an unfavorable classroom environment and consequently act as serious impediments to learning (Brekelmans & Wubbels, 1991; Nunan, 1987). Therefore, having quality teacher–student interpersonal relationships is a prerequisite for students' learning engagement (Brekelmans, Wubbels, & den Brok, 2002), and teachers' job satisfaction (Ben-Chaim & Zoller 2001). Moreover, research findings have indicated that students' perceptions of teacher interpersonal behavior are strongly associated with students' motivation and outcomes (den Brok, Brekelmans, & Wubbels, 2004; Wubbels & Brekelmans, 1998; Zhang, 2006).

Teacher interaction is among those areas in which various perceptual mismatches between the teacher and learners are completely prevalent. Teacher–student interpersonal relationships necessarily entail making judicious decisions or giving right feedback with short-lived and long-lasting consequences. But since teacher-students interaction is a reciprocal process and the behaviors of both parties influence each other mutually (Wubbels & Levy, 1993), effective interpersonal communication cannot be maintained if teacher's perception of quality interaction model differs from that of his/her respective students.

The degree of the given perceptual mismatches is a function of so many variables such as age, gender, and educational level. Indeed, it seems likely that such mismatches of all types are found in the primary, secondary, and even higher educational settings mediated and modified by some other variables like the communicators' gender or age. The bulk of research on teacher-students' interpersonal behaviors for spotting such mismatches at the primary and secondary levels can be found in the literature (e.g. den Brok, Fisher, Brekelmans, Wubbels, & Rickards, 2006; Quek, Wong, & Fraser, 2005). However, a literature review shows that relatively few studies have investigated interpersonal relationships at the university level (Fraser, Aldridge, & Soerjaningsih, 2010).

Among universities, teacher education universities stand out as the most important higher educational settings when the issue of teacher-students interpersonal behavior is supposed to be investigated. Like any other educational setting, the cords and discords between student teachers and their teacher educators are inevitable. Moreover, student teachers, as would-be teachers, are experiencing intermediate stages of their professional development and investigating classroom interactional culture in general and the related perceptual mismatches in specific can pave the way for their professionalism. Mutually, student teachers' professional development can play a crucial role in improving teacher-student relationships in the future (Becker & Luthar, 2002).

Considering the above-mentioned ideas, the researchers of the current study found it significant to investigate the perceptual mismatches between student teachers and their educators in the realm of classroom interactional behaviors. Since classroom interaction is a multifaceted phenomenon and the quality and quantity of communicators' interactional behaviors are influenced by the interlocutors' variables, a great deal of effort was made to keep the effect of some variables constant by taking some measures. The findings of the study can shed some light on the nature of classroom culture in terms of interactional behaviors which, in turn, gives educators a better picture of what happens beneath the interlocutors' skull in the classroom.

2. Literature Review

Teachers and students spend a huge amount of time communicating with each other, and like any other relationship, there is some sort of give-and-take. The quality and the quantity of communication between teachers and students are determined by the interactional behaviors that both communicators exhibit. To characterize the types of communication in educational settings, Wubbels, Créton, and Hooymayers (1987) adapted Leary's (1957) general model for interpersonal diagnosis of personality to describe the perceptions students have of the behavior of their teacher through two dimensions of Control and Affiliation as universal descriptors of human interaction. Control represents the degree of power, dominance, and influence in the interaction with dominance at one end and submissiveness at the other. Affiliation describes the degree of proximity, warmth, and support in the interaction, and has friendliness and hostility as two extremes (Gurtman, 2001).

Adapting Leary's model to the context of education, Wubbels et al. (1987) described teacher interpersonal behaviors along two dimensions: "Influence - the degree of control over the communication process (Dominance–Submission) and Proximity - the degree of affinity and

cooperation felt by the communicators (Opposition–Cooperation)" (Kokkinos, Charalambous, & Davazoglou, 2009, p. 102). Following Leary's circumplex model depicting a circular continuum of personality, Wubbels and his colleagues developed a circumplex model with two orthogonal dimensions of Influence and Proximity assuming that every individual interpersonal behavior shares the characteristics of both dimensions.

In the given circumplex model, which is a graphical representation, using polar coordinates, intermediate areas between Dominance, Cooperation, Submission, and Opposition divide the interpersonal circle into octants representing eight behaviors: Leadership (DC), Helpful/friendly (CD), Understanding (CS), Student responsibility (SC), Uncertain (SO), Dissatisfied (OS), Admonishing (OD), and Strict (DO). In this model, each quadrant encapsulates two sectors of behavior. Each sector can be described in terms of the two dimensions. For example, Leadership (DC) is a sector that refers to a behavior with high dominance and some cooperativeness or Strictness contains a high degree of influence and some degree of opposition. (See Figure 1).

Figure 1. Model for Interpersonal Teacher Behavior (Wubbels & Levy 1991)

The Model for Interpersonal Teacher Behavior (MITB) provided the theoretical framework for designing an instrument, namely, the Questionnaire on Teacher Interaction (QTI), to map students' perceptions of teacher interpersonal behaviors. Initially, the QTI was originally developed in the Netherlands by Wubbels, Créton, and Hooymayers (1985) containing eight subscales named after the sectors of the model with 77 items. Later it was reduced to 64 items by Wubbels and Levy (1991) for use in the US. A 48-item version was also validated by Fisher, Henderson, and Fraser (1995) for the Australian context. The instrument can be used to obtain the students' perceptions of their actual teacher or their ideal teacher. Furthermore, via the instrument the teachers can also be asked for their perceptions of their own interactional behaviors or the behaviors that they deem ideal (den Brok, Brekelmans, Levy, & Wubbels, 2004).

Applying the MITB and the QTI, some researchers (e.g. Levy, Rodriguez, & Wubbels, 1992; Wubbels, Brekelmans & Herman, 1987) contributed to the development of a typology of teacher interpersonal styles. Using cluster analyses and observational studies, they identified eight interpersonal profiles in Dutch and American teachers, namely Directive, Authoritative, Tolerant/authoritative, Tolerant, Uncertain/tolerant, Uncertain/aggressive, Repressive, and Drudging. Fisher, den Brok, Waldrip, and Dorman (2011) describe these interpersonal profiles as follows:

> The Authoritative, Tolerant/authoritative and Tolerant profiles are patterns in which students perceive their teachers relatively high on the Proximity Dimension, with the Tolerant type lowest on the Influence Dimension. Less cooperative than the three previous types are the Directive, Uncertain-Tolerant, and Drudging profiles, with the Uncertain-Tolerant type lowest on the Dominance Dimension. The least cooperative pattern of interpersonal relationships is demonstrated by the Repressive and Uncertain-Aggressive types. Repressive teachers are the most dominant of all eight types (pp. 190-191).

Although these interpersonal styles are rather stable in a short time, teachers seem to change from type to type over their teaching careers (Brekelmans, Wubbels, & van Tartwijk, 2005). Generally, teachers start with the Tolerant and Tolerant/uncertain profiles, and change to Authoritative and Tolerant/authoritative profiles after 2 years of experience in teaching. Finally, at the end of the teaching career the number of teachers with Repressive profiles increases (Brekelmans et al., 2005). Brekelmans, Levy, and Rodriguez (1993) have proposed a comprehensive description of each profile.

Several lines of inquiry addressing the issue of teacher–student interpersonal relationships can be found in the literature. The first line includes several studies aimed at developing and validating new versions of the QTI for their respective population (See, for example, Goh, & Fraser, 1996; Passini, Molinari, & Speltini, 2015; Sun, Mainhard, & Wubbels, 2018). The second line has been devoted to exploring the association between teacher-student interpersonal behavior and students' outcome, motivation, and achievement (Davis 2003; Goh & Fraser, 1998; Pianta 2006; Pianta & Hamre 2009; Sivan, & Chan, 2013; Snijders, & Bosker, 1999; Wei, & Onsawad, 2007; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006). The findings generally indicated that teacher interpersonal behavior is strongly related to student outcomes (Fraser et al., 2010)

The third line of inquiry has focused on the cords and discords between students' and teachers' perceptions of teacher interpersonal behavior. Using the QTI, some researchers investigated students' and teachers' perceptions at the dimension level and some others at the scale level. At the dimension level, studies on students' and teachers' perceptions of influence and proximity dimensions have indicated that students' perceptions of the two dimensions were found to be lower than teachers' perceptions of their own behaviors (Brekelmans et al., 2002; den Brok, 2001; Wubbels & Brekelmans, 1997). On the contrary, few studies revealed no significant differences between students' and teachers' perceptions of the two dimensions of teacher interpersonal behavior (Ben-Chaim & Zoller, 2001; Fisher & Rickards, 2000; Wubbels & Levy, 1991). Therefore, most of the studies on students' and teachers' perceptions with respect to dimension level have shown that teachers rated themselves favorably higher than their students' rating of them.

At the scale level, research findings do not follow a uniform trend. The diversity can be attributed to a variety of variables in the educational settings. In a recent study, Abate Demissie (2019) examined the accords and discords between English language teachers' and students' perceptions of teacher interpersonal behavior in secondary schools in Ethiopia. His findings revealed that teachers rated themselves considerably higher for Helpful/friendly, Leadership, and Strict behaviors and lower for Uncertain, Admonishing, Student responsibility, and Dissatisfied behaviors as compared to their students' rating of them. No significant difference was found between the two groups for Understanding interpersonal behavior. Similarly, teachers notably felt they had more affiliation or connection with the students than their students' perceptions of them.

In 2012, Maulana, Opdenakker, Den Brok, and Bosker carried out another study to illustrate students' perceptions of their mathematics teacher

interpersonal behavior and the teachers' self-perceptions. The results revealed that teachers generally demonstrated more Leadership, Helpful/friendly, and Understanding behaviors than Uncertain, Dissatisfied, and Admonishing ones. However, Strict scale was also rated quite high by students. Teachers' perceptions of their interpersonal behavior showed a similar pattern. However, they perceived having more Leading, Helpful/friendly, and Understanding behaviors over other behaviors compared to their students. Their perceptions of Strict behavior were about similar to what their students thought.

In another study, Negovan, Raciua, and Vlad (2010) investigated the effect of gender differences on Romanian students' perceptions of their teacher interpersonal behavior. The findings of the study indicated that female students perceived more positively the Leadership and the Helping/friendly behaviors of their teachers while the male students perceived that their teachers displayed more Uncertain, Dissatisfied, Admonishing, and Student responsibility behaviors. The Understanding behavior was perceived the same by both the male and female students.

Contrary to western countries, it is only during the past decade that research into learning environments and teacher interpersonal behavior has become more abundant in Asian countries (Maulana, et al., 2012). Moreover, the empirical studies in which the issue of teacher–student interpersonal relationships have been addressed may abound in the literature, but a few studies are found in which student teachers' and their educators' perceptions have been compared (Maulana, et al., 2012). To the knowledge of the authors of the current study, investigating the convergence and divergence between student teachers' and their educators' perceptions seems to be among the untouched areas of research at Iranian universities. Therefore, the current study aimed to explore to what extent male and female student teachers' perceptions of their educators' interactional behavior, and an ideal educator corresponded to the male and female educators' self-perceptions and perceptions of an ideal educator. More specifically, the study aimed to answer the following research questions:

1. Is there a significant difference between student teachers' perceptions of their actual educator interpersonal behavior and their educators' self-perceptions?

2. Is there a significant difference between student teachers' perceptions of an ideal educator interpersonal behavior and their educators' perceptions of an ideal educator?

3. Do male and female student teachers have significantly different perceptions of their actual educator interpersonal behavior?

3. Method

3.1. Participants

The study involved a total sample of 102 student teachers majoring in Teaching English as a Foreign Language (TEFL) in four classes at two branches of Iranian Teacher Education University (Farhangian University; Markazi Province) and four teacher educators who had offered PK (Pedagogical Knowledge) and PCK (Pedagogical Content Knowledge) courses to the student teachers. The student teachers' ages ranged from 19 to 21 with the mean age of 19.3. They were all freshmen with six-year experience of learning English at secondary school and just on semester at university. They had taken one or two PK/PCK courses that had been offered by all these four educators at the time of data collection. The branches were selected for convenience. The sample, selected via availability sampling, was comprised of 57 male student teachers (56 %) and 45 female ones (44 %). Of the teacher educators, two were males (50 %) and two were females (50 %).

3.2. Instruments

The instruments used in this study were the Australian versions of the Questionnaire on Teacher Interaction (QTI) initially developed by Wubbels and Levy (1993). The questionnaires consisted of 48 items that were divided into two major dimensions of Influence and Proximity and eight sub-scales, namely Leadership, Helpful/friendly Understanding, Student responsibility, Uncertain, Dissatisfied, Admonishing, and Strict. Each subscale had six items to be responded on a five-point scale (1-5) with the alternatives of never, seldom, sometimes, often, and always.

With a bit different wording, all student teachers and their educators responded to two types of questionnaires: Questionnaire on Actual Educator Interpersonal Behavior, and Questionnaire on an Ideal Educator Interpersonal Behaviors. For example, item 44 in The Student Teachers Perceptions of Actual Educator Questionnaire was (*Dr. Rahmani [a pseudonym] was severe when marking papers);* while the same item in Student Teachers Perceptions of an Ideal Educator Questionnaire appeared as (*An ideal teacher educator should be severe when marking papers).* In The same vein, for the educators this particular item was reworded as (*I was severe when marking papers*.) *and* (*An ideal teacher educator should be severe when marking papers.*) in Educators' Self-perception Questionnaire and Educators' Perceptions of an Ideal Educator Questionnaire, respectively. It should be noted that the educators completed each of their respective questionnaire once while their

student teachers completed their questionnaires five times, once for an ideal educator and four times for each of the four educators.

3.3. Procedures

For the sake of economy, in terms of the amount of time for completing the questionnaires, the Australian versions of the QTI was chosen for collecting data. Since the participants' English language proficiency was high enough to comprehend the items, the original Australian version of the QTI, rather than the translated version, was applied. Since three different questionnaires were needed, the wording of the items in the given version was modified to suit the respective participants. Then, expert opinions regarding the accuracy, clarity, and general comprehensibility of items in the respective questionnaires were sought by asking four experts to comment on the content of the questionnaires. A pilot study with 16 student teachers was conducted to ensure that they were interpreting all the items correctly. These 16 student teachers then were interviewed for the comprehensibility and clarity of each item, and then the necessary modifications were made.

After assuring the content validity of the questionnaires, in another pilot study, a total number of 27 EFL student teachers from two classes completed the Perceptions of Actual Educator Questionnaire. Then, the internal consistencies were computed and established at individual level and the class level. Cronbach's alpha coefficient for various scales ranged from .69 to .84 when using the individual as the unit of analysis and from .73 to .95 when using the class mean as the unit of analysis. Therefore, the reliability of this variation of the QTI was confirmed.

When the given questionnaires were confirmed in terms of validity and reliability, the researchers informed the participants of the purpose of the study and structure of the questionnaires, and confidentiality of their responses. The questionnaires were distributed manually during a class session among the respective participants at the end of the semester when the student teachers and their educators had experienced a whole instructional course. The collected data were analyzed using a series of Mann-Whitney U, independent samples t-test, and normality tests. For the parametric data sets an independent samples t-test and for the nonparametric ones a Mann-Whitney U were employed.

4. Results and Discussion

4.1. Results

To analyze the collected data, a general descriptive analysis was performed to display the student teachers' and their educators' perceptions of actual educators and an ideal educator numerically and graphically. The means and standard deviations for each of the QTI scales (sectors) are provided in Table 1.

Table 1

Descriptive Statistics of Participants' Perceptions of the Actual/Ideal Educators

Subscales	Participants	N	Actual educators		Ideal educator	
			Mean	SD	Mean	SD
Leadership	Students	102	3.42	.42	4.21	.30
	Educators	4	4.33	.35	4.25	.09
Understanding	Students	102	3.80	.47	4.81	.29
	Educators	4	4.08	.70	4.66	.23
Uncertain	Students	102	2.29	.34	1.68	.29
	Educators	4	1.74	.09	1.50	.23
Admonishing	Students	102	1.61	.37	1.20	.32
	Educators	4	1.54	.71	1.12	.25
Helping/F	Students	102	3.16	.47	4.44	.41
	Educators	4	3.79	1.22	4.50	.36
Students R	Students	102	2.71	.35	3.30	.45
	Educators	4	3.08	.39	2.95	.25
Dissatisfied	Students	102	1.79	.44	1.18	.26
	Educators	3	1.55	.19	1.66	.49
Strict	Students	102	2.58	.33	2.43	.53
	Educators	4	2.33	.75	2.50	.60

For better visualization, Figure 2 and 3 show a graphical display of the related data for the participants' perceptions of their actual educators and an ideal educator, respectively.
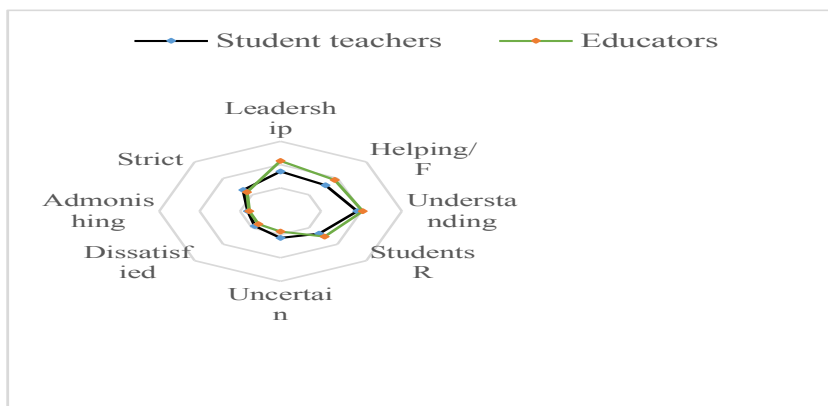

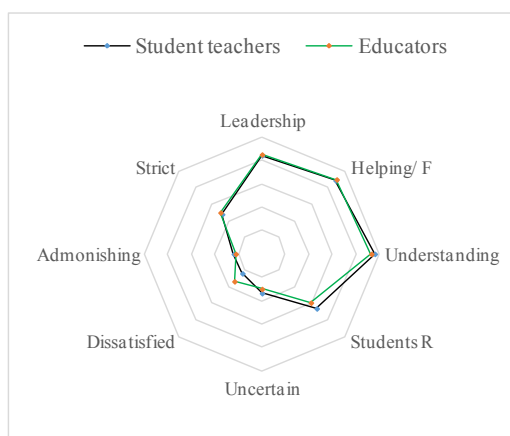*Figure 2.* Participants' Perceptions of Actual Educators

Figure 3. Participants' Perceptions of an Ideal Educator

As the results show, the student teachers and their educators generally had similar perceptions of an ideal educator while the student teachers perceived that their educators displayed less Leadership, Helping/friendly and Students responsibility behaviors than what the educators thought they displayed. In terms of oppositional behaviors, the educators displayed Uncertain behavior more than what their students perceived.

To see if the observed differences between the student teachers' perceptions of their educator interpersonal behavior and the educators' self-perceptions were statistically significant, a series of independent samples t-test were run. Before running the tests, it was necessary to see whether the collected data fitted the standard assumptions for parametric tests. In order to check the assumption of normality, a series of Shapiro–Wilk tests, which according to Ricci (2005), is the most powerful test for small sample sizes less than 50, were used. The results of these tests indicated that the data sets from the Uncertain, Admonishing, Dissatisfied, Strict behaviors did not meet the normality assumption. Therefore, for these data sets, a non-parametric test of Mann-Whitney U was employed and for the other four data sets, namely Leadership, Understanding, Helping/friendly, and Students responsibility behaviors an independent samples t-test was applied. Table 2 shows the related data.

Table 2

Tests of Normality for Actual Educators

Subscale	Shapiro-Wilk				Subscale	Shapiro-Wilk			
	Participant	Statistic	df	Sig.		Participant	Statistic	df	Sig.
Leadership	Student	.985	102	302	Helping/F	Student	.979	102	.111
	Educator	.927	4	.576		Educator	.812	4	.125
Understanding	Student	.983	102	.227	Students R	Student	.991	102	.734
	Educator	.929	4	.588		Educator	.911	4	.489
Uncertain	Student	.978	102	.088	Dissatisfied	Student	.944	102	.000
	Educator	.729	4	.024		Educator	.750	3	.000
Admonishing	Student	.959	102	.003	Strict	Student	.978	102	.087
	Educator	.857	4	.250		Educator	.963	4	.797

In line with answering the first question, the results of a series of independent-samples t-tests revealed that there was a significant difference between the student teachers' and their educators' perceptions of Leadership (*t (3.33)= -4.92, p= .012,* two-tailed) and Students responsibility (*t (104)= .604, p = .047,* two-tailed). The magnitude of the differences in the means (effect size), using the guidelines proposed by Cohen (1988, pp. 284–7), was large for Leadership (eta squared= *.14*) and small to moderate for Students responsibility (eta squared= *.037*). However, the results of a series of the same tests indicated that there was no significant difference between the participants' perceptions of Understanding (*t (104)= -1.13, p= .259*, two-tailed) and Helping/friendly (*t (3.03)= -1.02, p= .38*, two-tailed). Table 3 shows the related results.

To see how the participants perceived actual educators' other behaviors, a series of Mann-Whitney U tests were run on the nonparametric data sets. The results of this statistical test revealed a significant difference between the student teachers' and their educators' perceptions of Uncertain behavior (*U= 20, z= -3.054, p=.002, r= .29*). No significant difference was observed between the participants' perceptions of Admonishing (*U= 159, z= -747, p= .455*), Dissatisfied (*U= 156, z= -.797, p=. 426*), and Strict behavior (*U= 156, z= -.797, p = .426*). Table 4 displays the relevant results.

Table 3

Independent Samples t-test for Participants' Perceptions of Actual Educators

		Levene's Test		t-test for Equality of Means		
		F	Sig.	t	df	Sig.
Leadership	Equal variances assumed	.577	.449	-4.24	104	.000
	Equal variances not assumed			-4.92	3.33	.012
Understanding	Equal variances assumed	2.12	.148	-1.13	104	.259
	Equal variances not assumed			-.78	3.107	.489
Helping/F	Equal variances assumed	11.79	.001	-2.41	104	.018
	Equal variances not assumed			-1.02	3.03	.380
Students R	Equal variances assumed	.27	.604	-2.01	104	.047
	Equal variances not assumed			-1.81	3.191	.162

Table 4

Mann-Whitney U test for Participants' Perceptions of Actual Educators

	Uncertain	Admonishing	Dissatisfied	Strict
Mann-Whitney U	20.000	159.000	156.000	156.000
Wilcoxon W	30.000	169.000	166.000	166.000
Z	-3.054	-.747	-.797	-.797
Asymp. Sig. (2-tailed)	.002	.455	.426	.426

To answer the second research question, the same data analysis procedures were followed to find probable significant differences between student teachers' and their educators' perceptions of an ideal educators. The results of the normality tests (Table 5) indicated that except for Dissatisfied and Strict data sets, the other subscale data sets were nonparametric. Therefore, for the former scales, a t-test and for the latter ones, a Mann-Whitney U test was employed.

The results of independent-samples t-tests indicated that the student teachers and their educators did not have significantly different perceptions of an ideal educators as far as Dissatisfied (*t (3.070)= -1.940, p= .146*, two-tailed) and Strict behavior (*t (104)= -.243, p= .809*, two-tailed) are concerned. Table 5 displays the relevant results.

Table 5

Tests of Normality for an Ideal Educator

Subscale		Shapiro-Wilk			Subscale		Shapiro-Wilk		
	Participant	Statistic	Df	Sig.		Participant	Statistic	df	Sig.
Leadership	Student	.737	102	.000	Helping/F	Student	.870	102	.000
	Educator	.729	4	.024		Educator	.927	4	.577
Understanding	Student	.599	102	.000	Students R	Student	.962	102	.005
	Educator	.827	4	.161		Educator	.849	4	.224
Uncertain	Student	.723	102	.000	Dissatisfied	Student	.719	102	.000
	Educator	.827	4	.161		Educator	.953	4	.734
Admonishing	Student	.673	102	.000	Strict	Student	.986	102	.367
	Educator	.630	4	.001		Educator	.950	4	.714

Table 6

Independent Samples t-test for Participants' Perceptions of an Ideal Educator

		Levene's Test		t-test for Equality of Means		
		F	Sig.	t	df	Sig.
Dissatisfied	Equal variances assumed	2.156	.045	-3.414	104	.001
	Equal variances not assumed			-1.940	3.070	.146
Strict	Equal variances assumed	.198	.657	-.243	104	.809
	Equal variances not assumed			-.217	3.187	.841

Interestingly, the results of Mann-Whitney U tests also revealed no significant difference between the participants' perceptions of an ideal educator for Leadership (*U= 201, z= -.054, p= .957*), Understanding (*U= 117, z= -1.52, p= .127*), Uncertain (*U= 121, z= -1.50, p= .133*), Admonishing (*U= 196, z= -.625, p= .455*), Helping/friendly (*U= 196, z= -.134, p= .893*), and Students responsibility behavior (*U= 99, z= -1.7756, p= .079*). Table 7 displays the relevant results.

Table 7

Mann-Whitney U test for Participants' Perceptions of an Ideal Educator

	Leadership	Understanding	Uncertain	Admonishing	Helping/F	Students R
Mann-Whitney U	201.000	117.500	121.500	169.500	196.000	99.000
Wilcoxon W	211.000	127.500	131.500	179.500	206.000	109.000
Z	-.054	-1.524	-1.501	-.625	-.134	-1.756
Asymp. Sig. (2 tailed)	.957	.127	.133	.532	.893	.079

To see if male and female student teachers have significantly different perceptions of their actual educator interpersonal behavior (the third

question), the collected data were reanalyzed. Table 8 shows the relevant results.

Table 8

Descriptive Statistics of student teachers' Perceptions of the Male/Female Educators

Scale	Student Teacher	n	Male Educators		Female Educators	
			Mean	SD	Mean	SD
Leadership	Female	45	3.47	.478	3.25	.502
	Male	57	3.19	.469	3.75	.550
Understanding	Female	45	3.94	.443	3.78	.619
	Male	57	3.56	.499	3.95	.592
Uncertain	Female	45	2.16	.369	2.38	.418
	Male	57	2.34	.359	2.25	.437
Admonishing	Female	45	1.55	.406	1.71	.513
	Male	57	1.62	.476	1.56	.417
Helping/F	Female	45	3.30	.531	2.97	.595
	Male	57	2.94	.523	3.41	.642
Students R	Female	45	2.75	.365	2.61	.402
	Male	57	2.73	.445	2.75	.475
Dissatisfied	Female	45	1.67	.324	1.81	.449
	Male	57	1.94	.620	1.73	.592
Strict	Female	45	2.64	.459	2.52	.361
	Male	57	2.54	.394	2.60	.401

Figure 4 and Figure 5 show the related data for the male and female student teachers' perceptions of actual educators graphically.
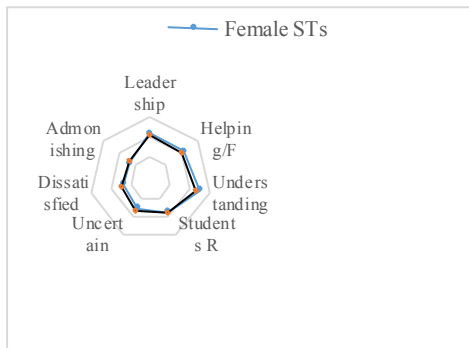

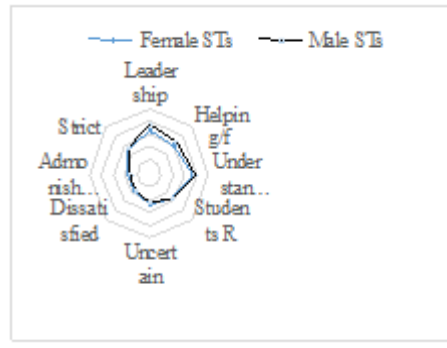*Figure 4.* Participants' Perceptions of Male Actual Educato

Figure 5. Participants' Perceptions of Female Actual Educators

To see whether the observed differences between the male and female student teachers' perceptions of their male and female educator interpersonal behavior were statistically significant, a series of independent samples t-test

for the parametric data and a series of Mann-Whitney U tests were run on nonparametric data. Before running the tests, the normality assumption was checked. As table 9 shows, the results of Kolmogorov-Smirnova tests indicated that the data sets from Leadership (male and female educators), Uncertain, (male educators), Helping/friendly (female educators), Students responsibility (male and female educators), and Strict (male educators) met the normality assumption for applying a t-test, while the other data sets did not.

Table 9

Tests of Normality for Male and Female Educators

Subscale	Male Educators				Subscale	Female Educators			
	Kolmogorov-Smirnova					Kolmogorov-Smirnova			
	Participa	Statisti	df	Sig.		Participa	Stati	df	Sig.
Leadership	Female	.140	45	.026	Leadership	Female	.093	45	.200
	Male PT	.106	57	.173		Male PT	.114	57	.062
Understanding	Female	.135	45	.040	Understandin	Female	.114	45	.173
	Male PT	.070	57	.200*		Male PT	.148	57	.003
Uncertain	Female	.080	45	.200*	Uncertain	Female	.131	45	.052
	Male PT	.095	57	.200*		Male PT	.118	57	.046
Admonishing	Female	.130	45	.055	Admonishing	Female	.108	45	.200
	Male PT	.178	57	.000		Male PT	.155	57	.002
Helping/F	Female	.109	45	.200*	Helping/F	Female	.091	45	.200
	Male PT	.123	57	.030		Male PT	.091	57	.200
Students R	Female	.089	45	.200*	Students R	Female	.117	45	.145
	Male PT	.089	57	.200*		Male PT	.104	57	.190
Dissatisfied	Female	.121	45	.094	Dissatisfied	Female	.094	45	.200
	Male PT	.147	57	.004		Male PT	.136	57	.010
Strict	Female	.124	45	.083	Strict	Female	.089	45	.200
	Male PT	.116	57	.052		Male PT	.127	57	.022

The results of independent samples t-tests indicated that the male and female student teachers perceived their male and female educators' Leadership behavior significantly different (*t (100)= 2.972, p= .004,* two-tailed), (*t (100)= -4.659, p= .000*, two-tailed). The two groups also evaluated their male educators' uncertain behavior significantly differently (*t (100)= -2.432, p= .017,* two-tailed), and female educators' helping/friendly behavior (*t (100)= -3.541, p= .001,* two-tailed). The results of a Mann-Whitney U test also revealed that the two groups perceived male educators' helping/friendly behavior significantly different (*U= 834.5, z= -3.024, p= .002*). No statistically significant difference was observed between the other eleven data sets. Table 10 and 11 show the relevant results.

Table 10

Independent Samples t-test for Male and Female STs' Perceptions of Actual Educators

		Levene's Test		t-test for Equality of Means			
		F	Sig.		df	Sig.	
Leadership (Male)	Equal variances assumed	.350	.555	2.972	100	.004	
	Equal variances not assumed			2.966	93.74	.004	
Leadership (Female)	Equal variances assumed	.228	.634	-4.659	100	.000	
	Equal variances not assumed			-4.710	97.88	.000	
Uncertain (Male)	Equal variances assumed	.000	.986	-2.432	100	.017	
	Equal variances not assumed			-2.425	93.48	.017	
Helping F (Female)	Equal variances assumed	.413	.522	-3.541	100	.001	
	Equal variances not assumed			-3.573	97.40	.001	
Students R (Male)	Equal variances assumed	2.454	.120	-.042	100	.967	
	Equal variances not assumed			-.043	99.84	.966	
Students R (Female)	Equal variances assumed	.375	.542	-1.515	100	.133	
	Equal variances not assumed			-1.545	99.45	.126	
Strict (Male)	Equal variances assumed	.216	.643	1.115	100	.267	
	Equal variances not assumed			1.096	87.04	.276	

Table 11

Mann-Whitney U test for Male and Female STs' Perceptions of Actual Educators

	Male Understanding	Female Understanding	Female Uncertain	Male Admonishing	Female Admonishing	Male Helping Friendly	Male Dissatisfied	Female Dissatisfied	Female Strict
Mann-Whitney U	741.0	1076.5	1011.0	1194.5	1058.5	834.5	1009.5	1079.5	1150.5
Wilcoxon W	2394.0	2111.5	2664.0	2229.5	2711.5	2487.5	2044.5	2732.5	2185.5
Z	-3.659	-1.391	-1.834	-.595	-1.513	-3.024	-1.844	-1.371	-.893
Asymp. Sig. (2-tailed)	.000	.164	.067	.552	.130	.002	.065	.170	.372

4.2. Discussion

This research study was an attempt to see to what extent student teachers' perceptions of their educator interpersonal behavior corresponded to those held by their teacher educators. The obtained results indicated that although student teachers' perceptions of an ideal educator were not significantly different from what their educators perceived, some significant differences were observed between student teachers' perceptions of their actual educator interpersonal behavior and the actual educators' self-perceptions. Among the eight interpersonal subscales, educators thought they displayed more Leadership and Students responsibility behaviors but less uncertain ones than what their student teachers thought they showed. In other subscales, namely Helpful/friendly, Understanding, Dissatisfied, Admonishing, and Strictness no perceptual mismatches were observed. When comparisons between male and female student teachers' perceptions of male and female educator interpersonal behavior were made, the results revealed that male and female student teachers evaluated their male educators differently in Leadership, Uncertain, and Helping/friendly behaviors. They also evaluated their female educators differently in Leadership, and Helping/friendly behaviors.

A comparison between the patterns of the participants' perceptions of the actual educators and graphic representations of the eight types of patterns of interpersonal relationships (Fisher, et al., 2011) reveals that the student teachers' pattern resembles the Authoritative profile while the educators' pattern corresponds to the Tolerant/authoritative typology. An Authoritative teacher is enthusiastic, open to students' needs, takes a personal interest in them, frequently uses various techniques, and plans and structures lessons logically while a Tolerant/authoritative teacher maintains a structure which supports student responsibility and freedom, uses a variety of methods, organizes the lessons around small group work, and develops closer relationships with students (Fisher, et al., 2011). Such a difference between student teachers' perception and their educators' perception is completely acceptable because such perceptual mismatches are completely prevalent in educational settings. Moreover, this discrepancy results from different perspectives held by student teachers whose focus on teaching, and their educators whose main interest is in learning.

When it comes to pinpointing the areas of difference between the perceptions of student teachers and educators, the findings of this study indicate that the educators display more Leadership, Students responsibility, but less Uncertain behavior than what their students perceive. Since Leadership and Uncertain are two opposite extremes of Influence dimension, it is completely logical that an increase in one leads to a decrease in the other

one. Interestingly, such give and take is not observed for the dichotomy of Students responsibility and Strict scales. While the actual educators' Students responsibility behavior is perceived differently be the two groups, the Strict behavior is perceived in the same way.

The magnitude of effect size for Students responsibility behavior is small to moderate (eta squared = .037) which indicates that although the difference is statistically significant, it is not a huge one. One possible interpretation of the finding is that the issue of strictness for both groups of participants does not have a clear-cut definition. This may be attributed to this fact that both student teachers and educators may mistake opposition for dominance since strictness has some element of both extremes, and being strict in class goes hand-in-hand with a certain amount of aggression (Wubbels & Levy, 1993). Therefore, multiple interpretations of strictness by student teachers or educators may not lead to a decrease in perceptions of Strict behavior and an accompanying increase in Students responsibility behavior.

The above-mentioned findings of the study are in line with those of Maulana, et al. (2012) and Abate Demissie (2019) which indicated several cords and discords between students' perceptions and teachers' self-perceptions of teacher interpersonal behavior at scale level. In comparison to these two studies, the current study indicated less discords between the two parties because perceptual mismatches were observed in just three out of eight scales out of eight scales. This can be attributed to the level of education (tertiary education) at which the current study was conducted. It is highly probable that the discrepancies between student teachers and educators are gradually eliminated due to the particular circumstances of higher educational setting. More specifically, it can be concluded that since student teachers have already put themselves in their educators' shoes, less discords are expected between these two groups of interlocutors.

Analyzing the pattern of an ideal educator in the context of the study indicates that from the participants' perspective, ideal educators' interpersonal relationships should be characterized by high Influence (agency) and high Proximity (communion). Research studies also advocate high degree of agency and communion for ideal teachers or educators although when it comes to the priority of one over the other, research findings are not in full agreement. In the current study, student teachers and their educators depicted an ideal educator with the highest degree of Understanding behavior (*M= 4.81, SD= .29; M= 4.66, SD= .23*), and then Leadership behavior (*M= 4.21, SD= .3; M= 4.25, SD= .09*). Therefore, both student teachers and their educators characterized an ideal educator as being more cooperative (Proximity) than dominant (Influence). This is also

expected in Iranian university settings in which students have experienced teacher-centered instruction in primary and secondary education. Such findings are in line with those of Duckworth, Walker-Levy, and Levy (2005) which suggested that ideal relationships should be characterized by high communion, but with a lower degree of teacher agency.

Finding no difference between the student teachers' perceptions and educators' perceptions of an ideal educator interpersonal behavior can also be thought provoking. Analyzing the graphical display of the participants' perceptions in Figure 3 supports the notion that communication and interpersonal interaction are culturally influenced (Grossman, 1995; Nieto, 1996; Samovar & Porter, 1995; Stefani, 1997). In fact, the two dimensions of agency and communion are completely relevant to intercultural communication and cultural differences, and through these cultural differences, interpersonal relationships are conceptualized and perceived (Hofstede & Hofstede, 2004). In the current study, the full correspondence between the perceptions of the two groups of participants indicates that culturally influenced patterns of behaviors such as collectivism and power distance are widely accepted norms in a society by every individual in the educational setting.

Gender-related findings of the study are also interesting. Comparing the irregular octagons in Figure 4 and 5 shows that the female and male student teachers perceive their educators from the opposite gender more positively although in five scales out of sixteen their perceptions are statistically significant. In Leadership and Helping/friendly behaviors, female student teachers give more credits to male educators while their male counterparts perceived more positively the Leadership and the Helping/friendly behaviors of their female educators. Such a finding can be illuminating in the sociocultural context of the study in which college students have had negligible interactional opportunities with teachers from the opposite gender in their primary and secondary education. Having segregated schools may have had an effect on students' perceptions of teachers from the opposite gender. When it comes to evaluate the educators' Leadership and Helping/friendly behaviors, the student teachers perceive such behaviors from a personal, social, and cultural lens unconsciously.

5. Conclusion and Implications

In conclusion, the findings of the current study indicate that like most educational settings, the educators overestimate their cooperative behaviors and underestimate their oppositional ones in comparison to what their student teachers perceive. The findings also suggest that there are some cords and discords between student teachers' perceptions and educators' perceptions of

educator interpersonal behaviors although both groups perceive an ideal educator in the same way. When gender is investigated, male and female student teachers perceive some cooperative behaviors (Leadership and Helping/friendly) in the educators from the opposite gender more significantly.

The findings of this study have some pedagogical implications for educators. First and foremost, they should recognize that there are various perceptual mismatches between their perceptions and those of their student teachers. They most probably perceive themselves to be more cooperative, understanding, helpful, and authoritative than what their interlocutors perceive. Therefore, to have a clear picture of the quality and quantity of their interactional behavior, in line with Reflective Teaching, the educators are recommended that they take some measures to locate the perceptual mismatches and eliminate them gradually. Second, since student teachers' perceptions of educator interpersonal behaviors are a function of the educator's gender, educators should consider this variable while dealing with the student teachers from the same gender. Moreover, the course designers should take advantage of this gender preference while offering the courses.

This study was subject to a number of limitations, which can create new avenues for further research. The first limitation was a limited number of teacher educators as a group of participants. Because the researchers wanted to eliminate some other variables such as the student teachers' level of proficiency, educational experience, instructional course, and field of study, just four educators were selected. Needless to say that selecting a larger sample including more educators was practically impossible since the student teachers had to spend a great amount of time for completing more questionnaires. Future studies can investigate the participants' perceptual mismatches with more teacher educators. The second limitation of the study concerns the sampling process: in the context of the study, just four intact classes were selected conveniently. Additional studies can be carried out with random samples of participants. The third limitation of the study lies in measuring perceptual mismatches quantitatively. Limited space did not let the researchers extend the scope of the research study to investigate the areas of discrepancies qualitatively. Applying a mixed-method design, future studies focusing on the nature of perceptual mismatches for discerning probable patterns are needed in this respect. Additional research is also needed that concentrates on the connection between student teachers' perceptions of educator's behavior and their educational outcomes.

In all, the current study made an effort to uncover the nature of perceptual mismatches between the interlocutors in Teacher Education University in Iran. Definitely, we are only at the beginning of a path that

deserves much more attention due to the great significance of this educational setting. Much more work needs to be done to explore such perceptual mismatches especially when the "prospective teachers" are supposed to be actual teachers with the most possible degree of commonality with their prospective students.

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Appendix

Questionnaire on Actual Educator Interpersonal Behavior

1. The professor talks enthusiastically about her subject. *never*□   *occasionally*□   *sometimes*□ *often*□   *always*□
2. The professor trusts students. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
3. The professor seems uncertain. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
4. The professor gets angry unexpectedly. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
5. The professor explains things clearly. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
6. If students do not agree with him/her, they are able to talk about it. *never*□   *occasionally*□ *sometimes*□   *often*□   *always*□
7. The professor is hesitant. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
8. The professor gets angry quickly. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
9. The professor holds the students' attention. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
10. The professor is willing to explain things again. *never*□   *occasionally*□   *sometimes*□ *often*□   *always*□
11. The professor acts as if he/she does not know what to do. *never*□   *occasionally*□ *sometimes*□   *often*□   *always*□
12. The professor is too quick to correct students when they broke a rule. *never*□   *occasionally*□ *sometimes*□   *often*□   *always*□

13. The professor knows everything that goes on in the classroom. *never*□   *occasionally*□ *sometimes*□ *often*□ *always*□
14. If students have something to say, he/she listens. *never*□   *occasionally*□   *sometimes*□ *often*□ *always*□
15. The professor lets the students take charge. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
16. The professor is impatient. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
17. The professor is a good leader. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
18. The professor realizes when students do not understand. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
19. The professor is not sure what to do when students fool around. *never*□   *occasionally*□ *sometimes*□ *often*□ *always*□
20. It is easy to have an argument with him/her. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
21. The professor acts confidently. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
22. The professor is patient. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
23. It is easy to make a fool out of him/her. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
24. The professor make mocking remarks. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
25. The professor helps students with their work. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
26. Students can decide some things in his/her class. *never*□   *occasionally*□   *sometimes*□ *often*□ *always*□
27. The professor thinks that students cheat. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
28. The professor is strict. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
29. The professor is friendly. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
30. Students are able to influence him/her. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
31. The professor thinks that students do not know anything. *never*□   *occasionally*□ *sometimes*□ *often*□ *always*□
32. Students must be silent in her class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
33. The professor is someone students can depend on. *never*□   *occasionally*□   *sometimes*□ *often*□ *always*□
34. The professor lets students decide when they do work in class. *never*□   *occasionally*□ *sometimes*□ *often*□ *always*□
35. The professor puts students down. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
36. His/her tests are very hard. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
37. The professor has a sense of humor. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
38. The professor lets students get away with a lot in class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
39. The professor thinks that students cannot do things well. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
40. His/Her standards are very high. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
41. The professor takes a joke. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
42. The professor gives students a lot of free time in class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
43. The professor seems dissatisfied. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□

44. The professor is severe when marking papers. *never☐   occasionally☐   sometimes☐   often☐   always☐*
45. Her class is pleasant. *never☐   occasionally☐   sometimes☐   often☐   always☐*
46. The professor is lenient. *never☐   occasionally☐   sometimes☐   often☐   always☐*
47. The professor is suspicious. *never☐   occasionally☐   sometimes☐   often☐   always☐*
48. Students are afraid of him/her. *never☐   occasionally☐   sometimes☐   often☐   always☐*

Questionnaire on an Ideal Educator Interpersonal Behavior

1. An ideal professor should talk enthusiastically about her/his subject. *never☐   occasionally☐   sometimes☐   often☐   always☐*
2. An ideal professor should trust students. *never☐   occasionally☐   sometimes☐   often☐   always☐*
3. An ideal professor should seem uncertain. *never☐   occasionally☐   sometimes☐   often☐   always☐*
4. An ideal professor should get angry unexpectedly. *never☐   occasionally☐   sometimes☐   often☐   always☐*
5. An ideal professor should explain things clearly. *never☐   occasionally☐   sometimes☐   often☐   always☐*
6. If students do not agree with an ideal professor, they should be able to talk about it. *never☐   occasionally☐   sometimes☐   often☐   always☐*
7. An ideal professor should be hesitant. *never☐   occasionally☐   sometimes☐   often☐   always☐*
8. An ideal professor should get angry quickly. *never☐   occasionally☐   sometimes☐   often☐   always☐*
9. An ideal professor should hold the students' attention. *never☐   occasionally☐   sometimes☐   often☐   always☐*
10. An ideal professor should be willing to explain things again. *never☐   occasionally☐   sometimes☐   often☐   always☐*
11. An ideal professor should act as if she/he did not know what to do. *never☐   occasionally☐   sometimes☐   often☐   always☐*
12. An ideal professor should be too quick to correct students when they broke a rule. *never☐   occasionally☐   sometimes☐   often☐   always☐*
13. An ideal professor should know everything that goes on in the classroom. *never☐   occasionally☐   sometimes☐   often☐   always☐*
14. If students have something to say, an ideal professor should listen. *never☐   occasionally☐   sometimes☐   often☐   always☐*
15. An ideal professor should let the students take charge. *never☐   occasionally☐   sometimes☐   often☐   always☐*
16. An ideal professor should be impatient. *never☐   occasionally☐   sometimes☐   often☐   always☐*
17. An ideal professor should be a good leader. *never☐   occasionally☐   sometimes☐   often☐   always☐*
18. An ideal professor should realize when students did not understand. *never☐   occasionally☐   sometimes☐   often☐   always☐*
19. An ideal professor should not be sure what to do when students fool around. *never☐   occasionally☐   sometimes☐   often☐   always☐*
20. It should be easy to have an argument with an ideal professor. *never☐   occasionally☐   sometimes☐   often☐   always☐*
21. An ideal professor should act confidently. *never☐   occasionally☐   sometimes☐   often☐   always☐*

22. An ideal professor should be patient. *never☐   occasionally☐   sometimes☐   often☐ always☐*
23. It should be easy to make a fool out of an ideal professor. *never☐   occasionally☐ sometimes☐   often☐   always☐*
24. An ideal professor should make mocking remarks. *never☐   occasionally☐   sometimes☐ often☐   always☐*
25. An ideal professor should help students with their work. *never☐   occasionally☐   sometimes☐ often☐   always☐*
26. Students should decide some things in an ideal professor's class. *never☐   occasionally☐ sometimes☐   often☐   always☐*
27. An ideal professor should think that students cheat. *never☐   occasionally☐   sometimes☐ often☐   always☐*
28. An ideal professor should be strict. *never☐   occasionally☐   sometimes☐   often☐   always☐*
29. An ideal professor should be friendly. *never☐   occasionally☐   sometimes☐   often☐ always☐*
30. Students should be able to influence an ideal professor. *never☐   occasionally☐   sometimes☐ often☐   always☐*
31. An ideal professor should think that students do not know anything. *never☐   occasionally☐ sometimes☐   often☐   always☐*
32. Students must be silent in an ideal professor's class. *never☐   occasionally☐   sometimes☐ often☐   always☐*
33. An ideal professor should be someone students can depend on. *never☐   occasionally☐ sometimes☐   often☐   always☐*
34. An ideal professor should let students decide when they do work in class. *never☐ occasionally☐   sometimes☐   often☐   always☐*
35. An ideal professor should put students down. *never☐   occasionally☐   sometimes☐   often☐ always☐*
36. An ideal professor's tests should be hard. *never☐   occasionally☐   sometimes☐   often☐ always☐*
37. An ideal professor should have a sense of humor. *never☐   occasionally☐   sometimes☐ often☐   always☐*
38. An ideal professor should let students get away with a lot in class. *never☐   occasionally☐ sometimes☐   often☐   always☐*
39. An ideal professor should think that students cannot do things well. *never☐   occasionally☐ sometimes☐   often☐   always☐*
40. An ideal professor's standards should be very high. *never☐   occasionally☐   sometimes☐ often☐   always☐*
41. An ideal professor should take a joke. *never☐   occasionally☐   sometimes☐   often☐ always☐*
42. An ideal professor should give students a lot of free time in class. *never☐   occasionally☐ sometimes☐   often☐   always☐*
43. An ideal professor should seem dissatisfied. *never☐   occasionally☐   sometimes☐   often☐ always☐*
44. An ideal professor should be severe when marking papers. *never☐   occasionally☐ sometimes☐   often☐   always☐*
45. An ideal professor's class should be pleasant. *never☐   occasionally☐   sometimes☐   often☐ always☐*
46. An ideal professor should be lenient. *never☐   occasionally☐   sometimes☐   often☐ always☐*

47. An ideal professor should be suspicious. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
48. Students should be afraid of an ideal professor. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□

Questionnaire on Actual Educator Interpersonal Behavior (Self-Report)

1. I talk enthusiastically about my subject. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
2. I trust students. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
3. I seem uncertain. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
4. I get angry unexpectedly. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
5. I explains things clearly. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
6. If students do not agree with me, they can talk about it. *never*□   *occasionally*□   *sometimes*□ *often*□   *always*□
7. I am hesitant. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
8. I get angry quickly. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
9. I hold the students' attention. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
10. I am willing to explain things again. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
11. I act as if I do not know what to do. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
12. I am too quick to correct students when they broke a rule. *never*□   *occasionally*□ *sometimes*□   *often*□   *always*□
13. I know everything that goes on in the classroom. *never*□   *occasionally*□   *sometimes*□ *often*□   *always*□
14. If students have something to say, I listen. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
15. I let the students take charge. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
16. I am impatient. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
17. I am a good leader. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
18. I realize when students do not understand. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
19. I am not sure what to do when students fool around. *never*□   *occasionally*□   *sometimes*□ *often*□   *always*□
20. It is easy to have an argument with me. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
21. I act confidently. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
22. I am patient. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
23. It is easy to make a fool out of me. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
24. I make mocking remarks. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
25. I help students with their work. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
26. Students decide some things in my class. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□
27. I think that students cheat. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
28. I am strict. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
29. I am friendly. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
30. Students can influence me. *never*□   *occasionally*□   *sometimes*□   *often*□   *always*□
31. I think that students do not know anything. *never*□   *occasionally*□   *sometimes*□   *often*□ *always*□

32. Students have to be silent in my class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
33. I am someone students can depend on. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
34. I let students decide when they do work in class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
35. I put students down. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
36. My tests are hard. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
37. I have a sense of humor. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
38. I let students get away with a lot in class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
39. I think that students cannot do things well. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
40. My standards are very high. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
41. I take a joke. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
42. I give students a lot of free time in class. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
43. I seem dissatisfied. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
44. I am severe when marking papers. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
45. My class is pleasant. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
46. I am lenient. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
47. I am suspicious. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□
48. Students are afraid of me. *never*□ *occasionally*□ *sometimes*□ *often*□ *always*□

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