

**What is it to be a bad teacher?
Beliefs of future secondary school
teachers in their initial training
in Spain.**

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PRESENTATION OUTLINE

1. Theoretical framework
2. Methodology
3. Results
4. Conclusions

THEORETICAL FRAMEWORK

- The initial training of secondary teachers in Spain, which will be the subject of our study, follows a consecutive model: first, individuals complete a four-year Bachelor's degree in any specific speciality (Mathematics, Economics, etc.) and then they go on to complete a one-year Master's degree which enables professionals to teach at this stage (Imbernón, 2019).
- The term professional teacher identity is a complex concept, which mainly answers questions such as: What am I like as a teacher? How do I exercise my profession? Every teacher has a teaching identity that is different from the rest and which is formed over time and throughout life. This identity comes from observing teachers in the classroom throughout their childhood and is developed until the end of the teacher's time in the profession

THEORETICAL FRAMEWORK

- Good initial teacher training should be based on reflection and addressing these beliefs in university classes, questioning them, or confirming them as relevant to the professional practice. Students in training often complain of excessively theoretical classes. These beliefs could serve to escape this tendency towards theory.
- We cannot forget that numerous studies consider teachers to be the main resource for improving students' educational performance (Gimeno, 2013; Mourshed, Chijioke and Barber, 2010). This is even more so in the case of students with severe learning difficulties. If the pandemic has shown us anything, it is the importance of going to school to interact with other students, but also the value of direct contact with teachers. For all these reasons, it is important to know what a bad teacher is for them.

METHODOLOGY

- The aim of this paper is to find out what beliefs and preconceptions future secondary school teachers in Spain have about what makes a bad teacher: What do they think constitutes being a bad teacher? What characteristics does a bad teacher have to have?
- To find out the beliefs of future secondary school teachers regarding what they consider it means to be a good teacher, we resorted to qualitative research from a biographical-narrative perspective (Bolívar et al., 2014).
- Through individual narratives, in this case of master's students, we were able to learn about their feelings, experiences and emotions, something that could not have been achieved with other research instruments

METHODOLOGY

PARTICIPANTS

- Eighty university students participated. They were studying the master's degree in Education to become secondary school teachers during the 2021-22 academic year, in two different specialisations with 40 students each
- Following this content analysis, we identified the following categories and subcategories:
 - - Personal aspects of the teacher: It is divided into two other categories: relationship with students (how they deal with students) and their attitude towards their profession (their commitment, motivation, vocation, etc.).
 - - Pedagogical aspects: which collects information on how teaching practice is carried out in the classroom in relation to the curriculum.

RESULTS

Table 1

Global results of negative personal and pedagogical aspects of the teaching staff reported by the students

Categories	Beginning of the Master	
	n	%
Relationship with students	154	64,43
Professional attitude	35	14,64
Pedagogical aspects	50	20,93
Total	239	100

Source: Own elaboration

RESULTS

Table 2

Subcategories found within the relationship with students category

Relationship with students	Beginning Master	
	n	%
Authoritarian, intimidating and tyrannical	38	24,67
Disrespectful and ridiculing of his students	19	12.34
Lack of concern and attention to their students	19	12.34
Irascible, very nervous and loud	17	11,03
Different treatment of students. Prejudice and favoritism	15	11,03
Airs of superiority, arrogant	13	15,63
Don'tt give students excessive confidence, knowing the limit	9	5,84
Negative person, with low expectations of his students	9	5.84
Little affectionate, cold and distant with the students	8	5.19
Unfriendly, unpleasant and bad-tempered. Embittered	7	4,45

Source: Own elaboration

CONCLUSIONS

- University classes for the initial training of these future secondary school teachers would be better and would reach them more if the problems addressed in them had a more practical utility for their professional practice and for the real problems they will encounter in schools. Starting with students' beliefs could contribute to achieving this purpose, and thus question or confirm the previous beliefs and ideas with which students come to the classroom.
- The results obtained in this research should serve to highlight the importance of the relationship established between teachers and students and its influence on their motivation to learn. In initial teacher training, this aspect, which is sometimes thought to be of little importance, must be carefully taken care of and future teachers must be made aware of its enormous importance. A bad teacher has a very negative influence on the learning of his students.

THANK YOU

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