

SELF-REFLECTION IN THE INTERACTION STYLE OF TEACHERS

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Abstract: The article emphasizes the importance and functions of the professional self-reflection of teachers. It mentions several methods which support the teachers and they enable them a purposeful and systematic self-reflection. It presents the results of the research obtained by a method of a questionnaire about the self-reflection of teachers at the first grade of primary schools regarding the interaction style. It is aimed on the discrepancies in the interaction style of teachers when they evaluate their real I, their ideal I and when they are evaluated by the others. To find out the interaction style of teachers there was used a Questionnaire of the interaction style of a teacher (Slovak version) which is a suitable tool for the professional self-reflection of teachers. It is possible to administer it to the teachers as well as to their pupils, colleagues, headmasters and parents of their pupils. In the research we carried out, the teachers themselves evaluated their interaction style from the point of view of their real I and also their ideal I. Subsequently, a chosen colleague and the headmaster of the school evaluated the interaction style of these teachers. The results of the implemented research showed that there did not occur any statistically significant differences in the evaluation of the interaction style of teachers by their colleagues, headmasters and by the teachers themselves. We found out that there exists an important difference in the self-evaluation of the interaction style of teachers at the level of evaluating their real I (what teacher I am) and their ideal I (what teacher I would like to be - an ideal teacher). At the end of our article there is a discussion and formulated recommendations in the area of the self-improvement of teachers at the first grade of primary schools.

Keywords: self-reflection of teachers, phases of self-reflection, functions of self-reflection, methods of self-reflection, interaction style, questionnaire of the interaction style of teachers

1 Introduction

In the educational practice there is possible to observe teachers who are not satisfied with their own work, in a positive sense of the word, or they have an impression that many things could be done better and therefore they incessantly reevaluate their work, search for innovations in the literature correcting their further activity in this way. However, we differentiate the *unaware (unintentional) self-reflection* which is spontaneous and the *conscious self-reflection (intentional, purposeful)* which enables to the teacher to know his/her own educational activity and also the possibilities of its innovations more thoroughly. The teacher systematically pays his/her attention to planning, realisation and evaluation of his/her work using manifold self-reflective methods with the aim to remove the existing deficiencies and to improve the quality of his/her work and of the proper educational process as well. When gaining the feedback information, it is important so that the teacher is able to accept also possible critical words as a means of improving his/her own work (Hupková & Petlák, 2004).

The beginnings of using the concept of self-reflection are connected with the name of the American pedagogue and philosopher John Dewey (1933) who defined also several phases of self-reflection. These phases do not have to follow in a strict order but they can overlap and in this way they create the process of reflective thinking: - *proposals of solutions*, - *intellectualization*, - *the leading idea (hypothesis)*, - *reasoning (testing of the hypothesis in the mind)*, - *testing of the hypothesis in acting*. Based on this model, several authors have divided the process of self-reflection in the educational activity into five mutually overlapping phases, e.g. Schön (1983): - *a describing phase*, - *an informing phase*, - *a confronting phase*, - *a reconstructive phase*; Smyth (1989): - *starting of the process of self-reflection*, - *gathering and organising of the reflected pedagogical activity*, - *an analysis and interpretation*, - *creating of the plan of future pedagogical activity*, etc.

The self-reflection is an indispensable measuring of controlling the teacher's activity. It indicates the scope of changes which are reflected in his/her results of work. The meaning of the *purposeful and systematic self-reflection* lies in the fulfilling of these basic tasks: - it avoids routine in the teacher's work because he/she incessantly "evaluates" his/her activity, looks for

new methods, forms of work, etc., - it enables to the teacher to try new methods, to compare them with his/her previous results of work and the results obtained with other methods, - it shows to the teacher how to foresee possible consequences of his/her acting, - it contributes to the informal and systematic self-education, self-formation of the teacher. In the literature the teacher searches for support and reasoning of his/her methods, forms of work, etc. The systematic, professional self-reflection fulfils mainly the *cognitive, feedback, preventive, relaxational, adaptation, motivational, controlling* and, last but not least, the *creative function* (more details in Hupková & Petlák, 2004).

The professional reflection can be aimed on the partial phenomena as well as on the whole complex with the aim to obtain a complete overview about the teaching process and the work of the teacher at the lesson. In order to achieve this aim, the teacher can use several methods which enable and support a purposeful, systematic self-reflection of his/her work. These methods include a *self-reflective dialogue*, a *self-reflective questionnaire*, a *self-reflective pedagogical diary*, *self-reflective taxonomies*, etc.

A very valuable tool or method is a questionnaire method because it can provide to the teacher auto-diagnostic information. Its advantage is that it enables to verify a certain phenomenon collectively and to gather problematically available facts from several people. The questionnaire also allows to find out opinions of pupils, colleagues, parents about the methods and forms of the teacher's work in the educational-formative process. It provides to the teacher a feedback about his/her educational-formative work and its results. A correctly formulated questionnaire represents a mirror which can point out the facts the teacher is not aware of in his/her routine approach. For example, it can be a fast or slow explaining of topics, unilateral methods of work, insufficient usage of illustrative examples at the lesson, strict examining, etc. Gavora (2003) says that a *Questionnaire of the interaction style of teachers* (Gavora, 2003) can also be a suitable tool of the professional self-reflection of teachers because it can be administered to the teachers as well as to their pupils, colleagues, headmasters and parents, providing auto-diagnostic information to the teacher. Using this information, the teacher can reflect about his/her own work and also to verify the success of his/her own pedagogical acting. We will deal with this questionnaire in the following text.

2 Interaction style of teachers

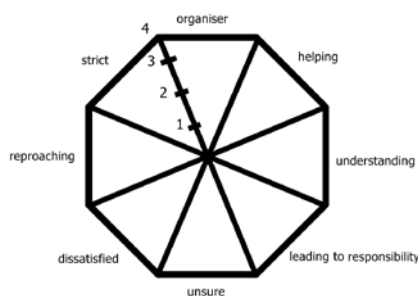
Every teacher inclines to a certain way of interaction which is dominant in different interaction episodes. Regarding to this fact, we can talk about his/her *interaction style*. The interaction style is a relatively stable characteristic feature of the teacher and it represents him/her well. To a certain degree, it helps to his/her pupils to foresee the activity of the teacher and to prepare for it (Gavora, Mareš & Den Brok, 2003).

Based on several definitions and approaches in the specialised literature, Petlák and Fenyvesiová (2009, p. 61) define the interaction style of teachers as "*a relatively stable characteristic feature of the pedagogue which is reflected in his/her personal qualities, didactic skills and pedagogical-psychological characteristics.*"

According to Zelina (1995), the interaction style is reflected mainly in the *structure of didactic activities, in the form of contents of his/her communication with pupils, in the way of leading and controlling their work.*

Sirotová (2000) thinks that the interaction style is influenced by several groups of factors. These are mainly the *social-historical conditions, personal experience and qualities of the teacher* as well as the *qualities and experience of pupils*, their behaviour in the pedagogical situations.

In the specialised literature there it is possible to find out several typologies of the interaction style of the teacher. One of the most famous is the typology which consists of eight dimensions or characteristic features of the teacher's interaction and therefore it can describe the teacher's interaction in the most complex way (see Scheme 1). It is based on the Leary's *model of the interpersonal behaviour* (1957) which was transformed and introduced into the area of education and formation by Dutch pedagogues from the University in Utrecht (Wubbels, Créton & Hooymayers, 1987).



Scheme 1: An example of the typology of the interaction style of the teacher (Gavora, Mareš & Den Brok, 2003)

According to this model, the behaviour of the teacher can be depicted on two intersecting axes whereas the ending points of the vertical axis are the qualities of dominance and submissiveness and on the horizontal axis there are collaboration and refusal. Based on the depicted axes it is possible to observe the dimensions of the interaction style in the octagon: - *the organiser of the lesson* (the teacher teaches with enthusiasm, he/she explains the topics in an interesting way and therefore he/she keeps the attention of his/her pupils. The teacher has an overview of everything what is happening in the class during the lesson), - *helping to pupils* (the teacher tries to help to his/her pupils, he/she is friendly, tolerant and reliable, with a sense of humour and in this way the teacher creates a pleasant atmosphere in the class), - *understanding* (the teacher is patient, he/she accepts the mistakes and deficiencies of his/her pupils. The teacher discusses with the pupils and he/she gives them an opportunity to express themselves), - *leading to responsibility* (a typical feature of this teacher is the possibility he/she gives to the pupils to decide about the issues related to the class, he is liberal and his/her opinion can be influenced with appropriate arguments), - *unsure* (the teacher is shy and hesitant, his/her reactions are confused, unsure and he/she easily loses the control over the situation), - *dissatisfied* (the teacher is often dissatisfied, bad-tempered and impatient. The teacher does not believe to his/her pupils and he/she often punishes them), - *reproaching* (the teacher is usually angry and impatient, he/she easily gets angry and stops controlling himself/herself. The teacher often has arrogant comments about the pupils), - *strict* (the teacher requires unconditional obedience and has very high requirements, he/she is demanding and pupils are afraid of him/her) (Fenyvesiová, 2006).

Because of the self-reflection, the teacher's interaction style can be evaluated by pupils, colleagues, headmasters, parents and also by the teacher himself/herself by means of a questionnaire, observation and other methods. Alternatively, it is possible not to evaluate a particular teacher but to express the qualities of an ideal teacher. We applied a version of the Questionnaire of the interaction style which is based on the American version of this questionnaire - *Questionnaire on Teacher Interaction (QTI)* (Wubbels & Levy, 1993), that was adapted to the Slovak conditions by Gavora, Mareš & Den Brok (2003). Its main principle is the observation and then the subsequent filling in the questionnaire. The diagnostic possibilities of the given questionnaire are quite big because we can obtain information about the teacher's interaction from the point of view of pupils, parents, colleagues, etc. In addition to this we can also compare the conformities and differences between this evaluation and the teacher's self-evaluation. It can be a useful tool for the teacher to

have a realistic view of himself/herself (Gavora, Mareš & Den Brok, 2003).

It is evident that the interaction style of the teacher has also an impact on the learning results of his/her pupils. Fenyvesiová (2006) says that the development of the affective part of the pupil's personality (his/her emotions and motivation) is mainly influenced by the help of the teacher to the pupils and by his/her good organizational skills. On the contrary, a dissatisfied, reproaching and unsure teacher can have a negative influence on the pupil's relationship to the topic and to the teaching subject in general. Therefore the teacher should be aware of the fact that in order to achieve excellent results with his/her pupils, he has to be strict and dominant. However, if the teacher desires to create a pleasant atmosphere in the class and in this way to motivate his/her pupils to study, he/she should be mainly a helping and understanding pedagogue.

The research aim

In the following part of this article we select the results of the research on the self-reflection of the interaction style of teachers. One of the aims of the research was to find out discrepancies in the interaction style of teachers between their own evaluation of their real I, ideal I and the evaluation provided by the others.

Research questions and hypotheses

During the planning of the research the results of local and foreign studies led us to several questions which we formulated in the following way:

RQ₁: Does there exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of teachers themselves and their colleagues?

RQ₂: Does there exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and his/her leading manager (headmaster of the school, deputy of the headmaster)?

RQ₃: Does there exist a statistically significant difference in the perception of the interaction style of teachers when evaluating his/her own real I (what teacher I am) and the ideal I (what teacher I would like to be - an ideal teacher)?

We aimed our research on the implementation of the given aims and its part was the verification of the formulated hypotheses:

H₁: We suppose that there exists a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and his/her colleagues. We assume that the particular teacher evaluates his/her own interaction style more negatively than his/her colleagues.

H₀₁: We suppose that there does not exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and his/her colleagues. We assume that the particular teacher evaluates his/her interaction style more negatively than his/her colleagues.

H₂: We suppose that there exists a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and his/her leading manager (headmaster of the school). We assume that the leading manager evaluates the interaction style of the particular teacher more positively than the teacher himself/herself.

H₀₂: We suppose that there does not exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and his/her leading manager (headmaster of the school). We assume that the leading manager evaluates the interaction style of the particular teacher more positively than the teacher himself/herself.

H₃: We suppose that there exists a statistically significant difference in the self-evaluation of the interaction style of teachers when evaluating their real I (what teacher I am) and their ideal I (what teacher I would like to be - an ideal teacher). We assume that the evaluation of the ideal I will achieve higher values of the analysed dimensions when compared to the real I.

H₀₃: We suppose that there does not exist a statistically significant difference in the self-evaluation of the interaction style of teachers when evaluating their real I (what teacher I am) and their ideal I (what teacher I would like to be - an ideal teacher). We assume that the evaluation of the ideal I will achieve higher values of the analysed dimensions when compared to the real I.

3 Methods

The research set

The research set was formed by 60 respondents (40 teachers of the first grade of primary school from six primary schools in the region of Turčianské Teplice and 20 headmasters of these schools). In our research the respondents themselves (20 teachers of the first grade of primary school) evaluated their interaction style from the point of view of their real I and their ideal I (see the research methods). Subsequently, the interaction style of every teacher was also evaluated by a randomly chosen colleague (in total 20 teachers) and by the headmaster of the given school (in total 20 headmasters).

The research methods Materials and equipments

Independent variables

Regarding the research aims we chose adequate methods of collecting data. In order to find out the interaction style of teachers we applied the *Questionnaire of the interaction style of a teacher* (Wubbels & Levy, 1993, Slovak version: Gavora, Mareš & Den Brok, 2003). The questionnaire consists of 64 scaled items which enable to judge 8 sectors (dimensions) of the interaction style of a teacher (*organiser, helping, understanding, leading to responsibility, unsure, dissatisfied, reproaching, strict*). In the questionnaire several items deal with each sector and each item consists of five levels expressing the frequency of occurrence of the given behaviour of the teacher from “never” to

“always” (0 - 4).

Dependent variables

In the implemented project the teachers themselves evaluated their interaction style from the point of view of their *real I* and in the second questionnaire they did it from the point of view of their *ideal I*. Their interaction style was also evaluated by *their colleague* in the third questionnaire and by *the headmaster* of the school in the fourth questionnaire. Therefore four questionnaires were related to one teacher, they had the same basis but the tasks in particular items were formulated in a different way. In total, we administered and analysed 80 questionnaires. The assessment of the questionnaires was based on the calculation of the arithmetic mean of each sector/dimension in the questionnaire and this mean was within the range from 0 to 4. The higher was the mean, the more often the teacher behaved in that particular way (according to the evaluators).

4 Results

By verifying the hypothesis H₁ we found out that there does not exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and from the point of view of his/her colleagues. In the Table 1 there are mentioned descriptive statistic data for comparing the interaction style of teachers from the point of view of the teacher himself/herself and from the point of view of his/her colleagues. There are also stated the results of the t-test when comparing the evaluations of the interaction style by the teacher and by his/her colleagues.

Table 1: Comparing of the interaction style of teachers from the point of view of the teacher and his/her colleagues

		M	Med(x)	SD	t	p
Organiser	Evaluation by a colleague	3,4438	3,5000	0,2765	0,2700	0,7894
	Real evaluation	3,3250	3,2500	0,3019		
Helping	Evaluation by a colleague	3,5438	3,6250	0,3015	-0,4900	0,6294
	Real evaluation	3,5000	3,5000	0,3062		
Understanding	Evaluation by a colleague	3,3625	3,3750	0,3216	0,8200	0,4175
	Real evaluation	3,2688	3,3750	0,3656		
Leading pupils to responsibility	Evaluation by a colleague	3,0125	3,1250	0,4899	0,6400	0,5274
	Real evaluation	2,8250	2,9375	0,5216		
Unsure	Evaluation by a colleague	1,5214	1,5000	0,4823	-0,3100	0,7559
	Real evaluation	1,5571	1,5714	0,5117		
Dissatisfied	Evaluation by a colleague	1,3750	1,3750	0,4292	0,7000	0,4890
	Real evaluation	1,4813	1,5000	0,3875		
Reproaching	Evaluation by a colleague	1,4222	1,4444	0,4350	-0,8600	0,3938
	Real evaluation	1,4667	1,3889	0,3705		
Strict	Evaluation by a colleague	2,3250	2,3750	0,3940	-0,3400	0,7341
	Real evaluation	2,4375	2,5000	0,4045		

Legend: M – mean, Med(x) – median, SD – significant deviation, t – value of the test statistics, p – value of the significance of the test

Based on the values in the Table 1, we can see that there were not found out any significant differences in the mean values of the observed dimensions. Before the implementation of the t-tests there were also carried out tests for confirming the existence of division and the test for constant dispersions (Satterthwaite test) which helped us to choose a relevant t-test. The existence of the division was confirmed with the variables and subsequently it was possible to apply the t-test. Regarding

the test for constant dispersions we chose the t-test of two independent sets with the same dispersion. As it is possible to see in the Table 1, the results of the tests did not confirm a significant statistic difference between the evaluations obtained from colleagues and the teachers.

In the investigation of H₂ we aimed our attention to the evaluation of the interaction style of teachers from the point of

view of the teacher himself/herself and from the point of view of the leading manager (headmaster). In the Table 2 there are mentioned the descriptive statistic data of the compared variables and the results of the t-test from comparing the evaluations of the interaction style of teachers from the point of

view of the teacher himself/herself and from the point of view of the leading manager (headmaster).

Table 2: Comparing of the interaction style of teachers from the point of view of the teacher and the headmaster

		M	Med(x)	SD	t	p
Organiser	Evaluation by the director	3,3500	3,3750	0,2856	0,2700	0,7894
	Real evaluation	3,3250	3,2500	0,3019		
Helping	Evaluation by the director	3,4500	3,3750	0,3427	-0,4900	0,6294
	Real evaluation	3,5000	3,5000	0,3062		
Understanding	Evaluation by the director	3,3563	3,3125	0,3069	0,8200	0,4175
	Real evaluation	3,2688	3,3750	0,3656		
Leading pupils to responsibility	Evaluation by the director	2,9188	2,9375	0,4000	0,6400	0,5274
	Real evaluation	2,8250	2,9375	0,5216		
Unsure	Evaluation by the director	1,5071	1,5714	0,4981	-0,3100	0,7559
	Real evaluation	1,5571	1,5714	0,5117		
Dissatisfied	Evaluation by the director	1,5688	1,5625	0,4045	0,7000	0,4890
	Real evaluation	1,4813	1,5000	0,3875		
Reproaching	Evaluation by the director	1,3611	1,3333	0,4028	-0,8600	0,3938
	Real evaluation	1,4667	1,3889	0,3705		
Strict	Evaluation by the director	2,4000	2,4375	0,2769	-0,3400	0,7341
	Real evaluation	2,4375	2,5000	0,4045		

Legend: M – mean, Med(x) – median, SD – significant deviation, t – value of the test statistics, p – value of the significance of the test

Like in the case of testing H_1 there were carried out tests for verifying the division and constant dispersions. The assumption of the concordance of division was confirmed and subsequently we could apply the t-tests. In the case of *Helping*, *Unsure* and *Strict* there was found out a different dispersion between the compared sets and for these variables there was used the t-test for independent sets with the different dispersion and for the other variables we used the t-test for independent sets with the same dispersion (see Table 2). The analysis of the results of verifying the hypothesis H_2 showed that there does not exist a statistically significant difference in the perception of the interaction style of teachers from the point of view of the teacher himself/herself and from the point of view of his/her leading manager (the headmaster of the school or the deputy of headmaster). Our assumption that the leading manager will evaluate the interaction style of the teacher more positively than the teacher himself/herself, was not confirmed.

A very important task of our work was to verify also the differences in the self-evaluation of the interaction style of teachers from the point of view of their real I (what teacher I am) and their ideal I (what teacher I would like to be). In the Table 3 there are mentioned the descriptive statistic data and results of the t-test when comparing the evaluations of the interaction style

of teachers from the point of view of their real I and ideal I.

Table 3: Comparing of the interaction style of teachers from the evaluations of their ideal I and real I

		M	Med(x)	SD	t	p
Organiser	Evaluation of ideal I	3,7875	3,8750	0,2503	5,2700	0,0001 **
	Evaluation of real I	3,3250	3,2500	0,3019		
Helping	Evaluation of ideal I	3,8188	3,8125	0,1646	4,1000	0,0003 **
	Evaluation of real I	3,5000	3,5000	0,3062		
Understanding	Evaluation of ideal I	3,7750	3,8750	0,2316	5,2300	0,0001 **

	Evaluation of real I	3,2688	3,3750	0,3656		
Leading pupils to responsibility	Evaluation of ideal I	3,1688	3,2500	0,3789	2,3800	0,0222 *
	Evaluation of real I	2,8250	2,9375	0,5216		
Unsure	Evaluation of ideal I	1,1000	1,0000	0,3797	-3,2100	0,0027 **
	Evaluation of real I	1,5571	1,5714	0,5117		
Dissatisfied	Evaluation of ideal I	1,1563	1,1250	0,3241	-2,8800	0,0065 **
	Evaluation of real I	1,4813	1,5000	0,3875		
Reproaching	Evaluation of ideal I	1,0111	1,0000	0,2547	-4,5300	0,0001 **
	Evaluation of real I	1,4667	1,3889	0,3705		
Strict	Evaluation of ideal I	2,4500	2,4375	0,5938	0,0800	0,9384
	Evaluation of real I	2,4375	2,5000	0,4045		

Legend: M – mean, Med(x) – median, SD – significant deviation, t – value of the test statistics, p – value of the significance of the test

* a significant statistic difference between the groups at the level 0,05

** a significant statistic difference between the groups at the level 0,01

Based on the results of the descriptive statistics of particular dimensions of the interaction style of teachers mentioned in the Table 3, we can see that there exist differences in the reached mean values of dimensions when evaluating their ideal I and their real I. Like in the case of testing the previous hypotheses, there were carried out tests for verifying the division and constant dispersions. The assumption of the concordance of division was confirmed and subsequently we could apply the t-tests. In the case of the analysed variables there were not found differences in dispersions and therefore there was used the t-test for independent sets with the same dispersion. The results of the t-test of particular dimensions of the interaction style of teachers from comparing their ideal I and their real I confirmed significant statistic differences in all compared dimensions except the values in the dimension *Strict*. In the dimensions of *Organiser*, *Helping*, *Understanding* there was found a significant statistic difference between the compared groups at the level of importance 0,01. In these dimensions the evaluation of their ideal I achieved higher mean values of analysed dimensions when compared to their real I. A statistically significant difference was also found out in the values of the dimension *Leading pupils to responsibility* at the level of importance 0,05 where the evaluation of their ideal I reached higher mean valued when compared to their real I. In the dimensions *Unsure*, *Dissatisfied* and *Reproaching* it was evident that the evaluation of their real I achieved higher mean values than their ideal I. In all the mentioned dimensions there was confirmed a statistically significant difference at the level of importance 0,01. The analysis of the results H_3 confirmed that there exists a statistically significant difference in the self-evaluation of the interaction style of teachers from the point of view of their real I (what teacher I am) and their ideal I (what teacher I would like to be 0 an ideal teacher).

5 Discussion and conclusion

The results of the implemented research showed that there are not statistically significant differences in the evaluation of the interaction style of teachers by colleagues, headmasters and by the teachers themselves. We found out that in the real evaluation of the teachers were achieved the highest mean values in the sectors of *Organiser*, *Helping* and *Understanding* (in these sectors were the achieved values higher than 3, being the highest value at the level of 4). Surprisingly low values were achieved in the dimensions *Unsure*, *Dissatisfied*, *Reproaching* and *Strict*. Based on these results it is evident that the teachers evaluate themselves as good organisers, helping to pupils in a sufficient way, understanding and leading them to responsibility. On the contrary, it was evident that they are not strict enough at their pupils. There were not shown more significant differences between the real evaluation by the teachers and the evaluation by their colleagues. The colleagues evaluated the teachers also as

good organisers, very understanding and helping teachers who lead their pupils to responsibility. The research showed that the colleagues see them less strict than the teachers see themselves. Higher values were achieved in the evaluation of colleagues in the dimension *Leading pupils to responsibility*. According to their colleagues, the teachers are more consistent in the leading of pupils to responsibility than the teachers evaluated themselves in this dimension. This similar evaluation can be due to the fact that the teachers know each other quite well and therefore they also know their interaction style. Similarly, there were not statistically more significant differences in the perception of the interaction style of the teachers between the real evaluation by the teachers and the evaluation by the headmasters. It is clear that there exists a similar situation between the headmasters and the teachers to the situation between the colleagues and the teachers. Based on these results we can state that the teachers used a self-critical approach in the evaluation of their own interaction style which corresponded also to the evaluation by the headmasters. It is possible to conclude that the headmasters of schools in this research know the interaction styles of their employees in a sufficient way, they know about their qualities and deficiencies and due to this reason there did not occur differences in the evaluation from the point of view of the headmaster and the real evaluation by the teacher. It was proved by the research that the most significant differences in the evaluation of the interaction style of teachers exist between the real evaluation of I and the ideal evaluation of I by the teachers themselves. Besides one dimension (*Strict*) there were significant statistic differences in the evaluation in all the other dimensions. From the point of view of the teachers, an ideal teacher is an excellent organiser who often helps to his/her pupils, he/she is almost always able to understand them. An ideal teacher often leads his/her pupils to responsibility and he/she can be also strict when it is necessary. He/she acts as an unsure, dissatisfied and reproaching teacher only very occasionally. The real evaluation of the teachers has similar characteristic features but particular dimensions do not reach such high values as we can see in the evaluation of their ideal I. It means that, in fact, teachers do not consider themselves to be such excellent organisers. From their point of view they do not often help and understand their pupils nor they lead them to responsibility. Based on the results mentioned above, we assume that the evaluated teachers do not have any "difficulties" caused by the discrepancies in the evaluation of their interaction style at different levels. According to Kulka (1983) if a discrepancy is between the fact what kind of person the teacher is and he/she would like to be, he/she feels threatened and frustrated, feeling anxiety and dissatisfaction. Such unsure, anxious and tense teachers influence the atmosphere in the class negatively and they often see only the problematic behaviour of their pupils. However, in our research the teachers did not act as dissatisfied or unsure teachers. The teachers evaluated themselves rather

positively as good organisers, helping and understanding teachers. In the specialised literature, the positive self-evaluation is considered to be an expression of personal maturity and it represents an important feature that can be seen as a basic sign of a good teacher.

Prospectively we think that it would be necessary to add other research tools and to include more teachers in the investigation of the self-reflection in the interaction style of teachers. When evaluating the results of our research, it is important to stress that the research was carried out on a one-off basis and it was not repeated. The subject research does not take into account the fact that the interaction style of a teacher can change during his/her teaching career. It is also not possible to generalize these findings nor to apply them to all teachers of the first grade of primary school.

A very useful idea for us is to compare the interaction style of teachers from the point of view of teachers and pupils. The Dutch and American research did not show any statistically significant differences in the perception of the interaction style from the point of view of the teachers and their pupils. When comparing the results of the Dutch and American research, it was found out that the Dutch and American teachers have quite similar interpersonal behaviour to their pupils in several aspects. On the other side, the American teachers wanted to be stricter and the Dutch teachers wanted to lead their pupils to bigger responsibility and freedom (Wubbels & Levy, 1991). The results of the research carried out in Slovakia (Gavora, Mareš & Den Brok, 2003) show that pupils consider the evaluated teachers to be quite good organisers who help and understand their pupils quite well, leading them also to responsibility. Rather favourable were also the results in the so called "unfavourable" sectors: uncertainty, dissatisfaction and reproaches were low. It was also

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found out that the evaluated teachers were not excessively strict. The image of the interaction of these teachers is quite similar to the image observed in other European countries and the USA. It was quite close to the model of "an ideal teacher". Such a teacher achieves quite good learning results of his/her pupils and he/she can motivate them for learning.

Another prospective area of the research is to find out the relation between the interaction style of a teacher and the results of teaching. Previous foreign researches showed that there exists a relation between the cognitive results of pupils and the strictness of their teachers, their good organising and helping to pupils. On the other side, the uncertainty of the teacher, the expressions of his/her dissatisfaction and too much freedom given to the pupils have a negative impact on the cognitive performance of the pupils (Gavora, Mareš & Den Brok, 2003).

We suggest to the teachers of (not only) the first grade of primary school to pay adequate attention to the analysing, evaluating, organising and generalising of their own pedagogical experience after every taught lesson or at the end of the teaching process because it is indispensable for improving of their own work. We also recommend them to keep a self-reflective pedagogical diary and to search for new information about the education incessantly. We motivate them to make experiments and to try new methods and forms of work with their pupils in order to eliminate stereotypes in their teaching. Furthermore, we recommend them to discuss and share their opinions and experience with other teachers at school or at various online discussion fora, etc. Last but not least we recommend them to talk with their pupils (not only) about their interaction style. In this way the teachers can get a significant feedback from their pupils.

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