Teacher Interaction from the Perspective of University Students

Teacher Interaction in the Classroom

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Abstract

From our previous research conducted among teacher candidates, we could conclude that attitude plays a prominent role in the student's relationship with the subject, to which the teacher's interpersonal behaviour contributes greatly. For this reason, our goal is to examine the characteristics of the teacher's interpersonal behaviour from the teacher's and student's perspectives. Our research aimed to determine the teacher's interaction style from the students' perspective using the QTI measurement tool (Questionnaire on Teacher Interaction). The research aimed to assess how students see the teacher's classroom activities. In our research, we used the QTI questionnaire revised by Wubbels among university students majoring in English. The questionnaire contained 48 items. With the help of our survey, we want to examine what the teacher's interaction activity is like according to themself, according to the students, and whether there is a difference between the teacher's point of view and that of the students. The QTI measurement tool can serve as a valuable source of information for teachers in comparing their self-assessment with the student's view, which can obviously enhance their professional development.

Keywords: Teacher interaction, Survey, Questionnaire, QTI, University student

1 Introduction

Our previous study (Szabó, 2023) aimed to investigate whether the methodology of teaching History can change. The research revealed that teachers play a significant role in their students' career choices and contribute to securing the next generation of teachers, as many students choose teaching as their profession because of their personal experiences during

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their studies. The research was conducted among students majoring in History Education at J. Selye University. The total number of students in the Education of History Programme is 89. The total number of students completing the questionnaire was 83 (44 male and 39 female respondents). In the case of 58% of the examined sample, a specific History teacher influenced the students to choose an Education in History at the university. Since the influence of teachers in choosing professions has been proven, we addressed to examine the interaction between students and teachers in the classroom. Only a few scientific sources in Hungarian were published regarding the issue.

Kinga Horváth and Péter Tóth (2019, 2022) have published a monograph and several studies in Hungarian. The present study examines the interaction style and interpersonal behavior of a teacher of English at a university in Hungary from the students' perspective. The English version of the QTI questionnaire was applied.

2 Theoretical Overview

Research has already been conducted on the impact of teacher behaviour on student performance in the classroom. These studies rely on two research areas: teacher effectiveness (Gordon, 1991; Zrinszky, 2002) and the examination of interactions between individuals and their environment (Tóth & Horváth, 2022).

According to Moos (1979), consistent use of a target skill by teachers (e.g., asking focused questions) results in that skill becoming a functional part of the classroom's ecological system. Several studies in recent years have focused on examining the relationship system between teachers and students (Telli et al., 2007; Wubbels, 2014; Passini et al., 2015).

One of the most significant findings from these studies is that positive interpersonal relationships benefit learning both in and outside the classroom. We can examine the interpersonal approach to the teaching process from several perspectives, including the teacher's interaction style from both the students' and teachers' perspectives. In our current research, we are examining it from the student’s perspective. The study of the interaction styles of students and teachers was initially undertaken by Dutch researchers (Wubbels et al., 1985). They used the Model for Interactional Teacher Behavior (MITB). This model is based on Leary's interpersonal personality model (Leary, 1957). Adapting this model to the educational context led to the development of the Wubbels model of teacher interpersonal behaviour. The Wubbels model of teacher interpersonal behaviour distinguishes eight categories, illustrated in Table 1, as follows (Tóth & Horváth, 2022, p. 74):

Table 1: The model of interpersonal teacher behaviour

English acronym	The eight categories in the Wubbels model
ADM	Admonishing Behavior
DIS	Dissatisfied Behavior

HFr	Helpful/Friendly Behavior
LEA	Leadership Behavior
STR	Strict Behavior
SRE	Student Responsibility and Freedom Behavior
UNC	Uncertain Behavior
UND	Understanding Behavior

(Source: own editing based on Tóth & Horváth (2022))

The QTI questionnaire is a method used to assess the interactional teacher behaviour. It is based on the QUIT (Questionnaire for Interactional Teacher Behavior) questionnaire created by Wubbels et al. in 1985. The QUIT questionnaire originated from Leary's ICL (Interpersonal Check List) questionnaire, contained 77 questions, and was developed for Dutch high school students (Wubbels & Brekelmans, 1998; Wubbels et al., 1991; Wubbels et al., 1985; Wubbels & Levy, 1991).

Consequently, the original 77-item QUIT questionnaire was created in Dutch, to observe the teacher's classroom activities from the students' perspective. The Dutch version was followed by developing an English-language version of the questionnaire, first used in the United States (Wubbels & Levy, 1991; Wubbels & Levy, 1993).

Subsequently, the questionnaire was also tested in Australia (Wubbels et al., 1993). Wubbels and colleagues concluded that "the best teachers have strong leadership personalities, are more friendly and understanding, while being less uncertain, dissatisfied, and rejecting in behaviour than teachers in general[3] (Tóth & Horváth, 2022, p. 100).

The questionnaire was applied in Turkey (Telli et al., 2007) with high school students, as well as in Singapore, Malaysia, Greece, China, and Slovakia (Fisher et al., 1995; Passini et al., 2015; Sun et al., 2018; Mareš & Gavora, 2004).

The Hungarian version of the QTI, elaborated by Tóth & Horváth (2022), investigated the ideal teacher's interpersonal behaviour. In our current research, we aim to apply the QTI questionnaire by Wubbels to determine the characteristics of teachers' interpersonal behavior. For this purpose, we have adapted the questionnaire to the Hungarian language. During the adaptation process, we used double back-translation, and we also had the wording of the questionnaire reviewed by practising educators. The interpretation of the octants in the Wubbels model can be found in Table 2.

Table 2: Interpretation of the Model for Interpersonal Teacher Behaviour

Name of the variable	**Detailed description**
DC/ leadership	notice what is happening; lead, organise, give orders; set tasks, propose solutions, explain, arouse the students' interest

[3] Translated by László Dávid Szabó (LDSz).

CD/ helping friendly	assist, show interest in students' problems, involved, behave friendly and politely, have a sense of humour
CS/ understanding, consensus-oriented	listen with interest, empathic behavior, show confidence and understanding, initiate conflict resolution, be patient, open
SC /student responsibility, freedom	provide opportunity for independent work; wait for class to let off steam; give freedom and responsibility; take into consideration the proposals of the students
SO/ uncertain, indecisive	no intervention to happening, stay in the background, apologise, wait and see how the wind blows, admit one is in the wrong
OS / dissatisfied, doubtful	wait for silence, consider pros and cons, keep quiet, express dissatisfaction, eyes are angry, always ask questions, criticize
OD/ admonishing	get angry, short-tempered, forbid, warn for mistakes, punish
DO/ strict	control of students, strict exams, strict evaluation, getting class silent, maintaining silence, setting rules and norms, exercising rules

(Source: Tóth & Horváth, 2022, 76, trans. by LDSz)

The octants of the teacher's interpersonal behaviour can be presented along two axes, and the order of the octants is not random. Opposite sectors represent contrasting personality traits, while sectors closer to each other are more similar. There is no relationship between orthogonal sectors, meaning they are at right angles to each other when compared.

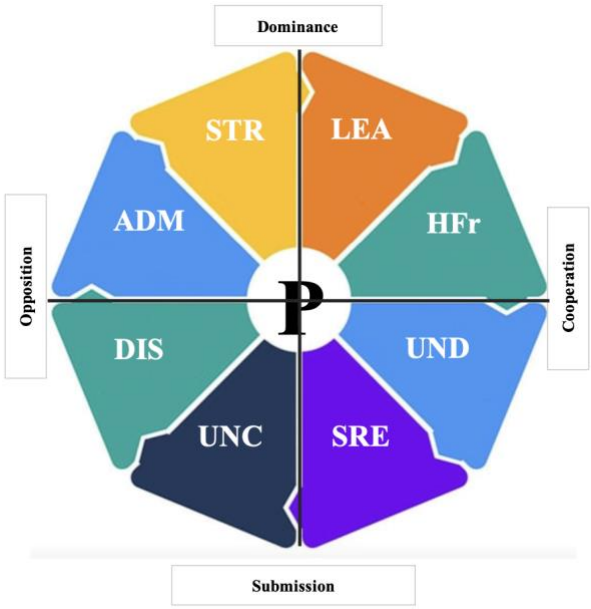

Figure 1: The model of teacher's interpersonal behaviour
(Source: own editing based on Tóth & Horváth (2022))

The teacher's interactional behaviour (Figure 1) can be interpreted along two axes. The letter "P" in the centre of the figure represents the teacher. In the figure, English Wubbels category abbreviations are shown in white, while Hungarian ones are in black. The vertical axis encompasses the extremes of dominance and submission, indicating the effort of the teacher to maintain their power position within the classroom or how much they delegate this role to

their students. The horizontal axis encompasses the extremes of resistance and cooperation, indicating how distancing or rejecting the teacher is or how helpful and understanding they are towards their students. The eight equal sectors in the coordinate system are labelled with LEA, HFr, etc., according to their position in the coordinate system. Both the LEA and HFr sectors are characterised by dominance and cooperation. In the adjacent sectors, dominance prevails over cooperation. For example, a teacher exercising the LEA behaviour may explain something to the class, organise groups, and assign tasks. The neighbouring HFr sector shows more cooperative and less dominant behaviour, indicating that the teacher assists students and behaves in a friendly or attentive manner (Tóth & Horváth, 2022). The current study uses English abbreviations.

3 Research Goals, Questions, and Hypotheses

The research aims to explore (C1) the interaction style and characteristics of the teacher interpersonal behaviour of a teacher of English at a Hungarian university from the perspective of English-major students, using the 48-item English version of the QTI questionnaire developed by Wubbels. Three groups participated in the research (14, 17, and 19 participants). The survey took place in three groups taught by the same teacher. Another objective of our research is (C2) to compare the obtained results based on the background variables of gender and groups, as well as (C3) to examine whether the students' assessment of the teacher's interaction style in the sample corresponds to the characteristics of the interpersonal behaviour considered ideal by teacher trainees. Considering these objectives, the following study questions were formulated before the research:

Q1. How can the interactive style and interpersonal behaviour of an English teacher at a Hungarian University be characterised from the perspective of English-major students?

Q2. Considering the background variables, what kinds of differences can be observed among the various groups of students in terms of teacher evaluation?

Q3. Does assessing the teacher's interaction style by students in the sample correspond to the characteristics of the interpersonal behaviour considered ideal by teacher trainees?

4 Results

As the first step of the research, we tested the reliability and validity of the questionnaire in the examined sample. Three groups of English primary students from a Hungarian university participated in the study. A total of 50 students completed the questionnaire, of which 24 were male and 26 were female (Table 3). There were 14 students in Group 1, 19 in Group 2, and 17 in Group 3 (Table 4).

Table 3: Gender distribution among the respondents

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	24	48.0	48.0	48.0
	female	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Table 4: Distribution of participants based on groups.

CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st group	14	28.0	28.0	28.0
	2nd group	19	38.0	38.0	66.0
	3rd group	17	34.0	34.0	100.0
	Total	50	100.0	100.0	

The reliability indicators for each interpersonal variable are provided in Table 5. It can be observed that all variables can be considered reliable.

Table 5: The reliability indicators of Wubbels' QTI in the presented research

8 categories of Wubbels	Items belonging to octane	Number of items	Cronbach-alfa
Admonishing (ADM)	4, 8, 12, 16, 20, 24	6	0,649
Dissatisfied, doubtful (DIS)	27, 31, 35, 39, 43, 47	6	0,683
Helpful, friendly (HFr)	25, 29, 33, 37, 41, 45	6	0,746
Leader (LEA)	1, 5, 9, 13, 17, 21	6	0,788
Student responsibility, freedom (SRE)	26, 30, 34, 38, 42, 46	6	0,712
Strict (STR)	28, 32, 36, 40, 44, 48	6	0,732
Uncertain, indecisive (UNC)	3, 7, 11, 15, 19, 23	6	0,714
Understanding, consensus-oriented (UND)	2, 6, 10, 14, 18, 22	6	0,754

In Table 6 we provided the descriptive statistical indicators of the eight interpersonal variables obtained during the research.

Table 6: Descriptive indicators of QTI variables

Categories of Wubbels	Mean	Standard deviation	95% confidence interval		(Skewness)	(Kurtosis)
			lower bound	upper bound		

Admonishing (ADM)	7,92	1,576	7,472	8,367	0,887	0,808
Dissatisfied, doubtful (DIS)	7,76	1,813	7,244	8,275	1,058	0,411
Helpful, friendly (HFr)	25,22	3,321	24,276	26,164	-0,727	03621
Leader (LEA)	23,52	3,078	22,645	24,395	-0,470	-0,498
Student responsibility, freedom (SRE)	17,70	3,333	16,752	18,647	0,873	0,513
Strict (STR)	11,94	3,588	10,920	12,959	0,067	-0,874
Uncertain, indecisive (UNC)	9,74	3,142	8,847	10,632	0,896	0,059
Understanding, consensus-oriented (UND)	27,08	2,320	26,420	27,739	-0,755	-0,258

The smallest possible value for the average is 6, while the highest is 30, as there were six items associated with each dimension, and the smallest assignable value on the Likert scale was 1, while the highest was 5. The teacher's attributes include helpfulness, a tendency toward consensus, and decisiveness; however, characteristics such as disciplinarian, sceptical, and indecisive are less typical. We are interested in the standard deviation in terms of individual differences, i.e., how much the obtained values vary within a given group. The higher the deviation, the greater the variation among the values obtained. In our case, the highest standard deviation is observed in the Strictness (STR) dimension (Figure 2), while the smallest is in the Admonishing (ADM) dimension (Figure 3).

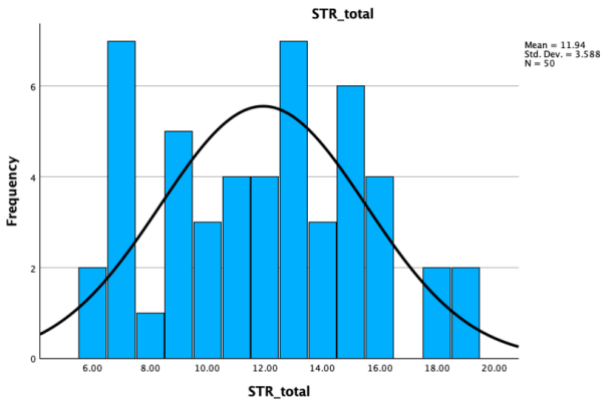

Fig. 2: Standard deviation of the STR dimension

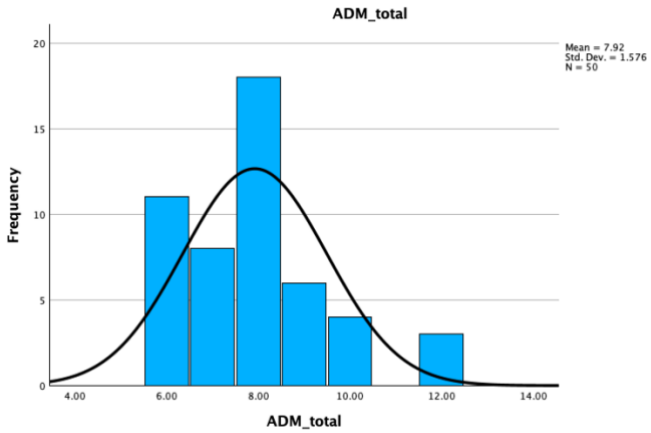

Fig. 3: Standard deviation of the ADM dimension

With the help of confidence intervals, we can see that there are dimensions where the values are shifted towards the lower bound, for example, in the ADM dimension, where the values fall between 7 and 9. There are also dimensions where the values are shifted towards the upper bound, for example, in the UND dimension, the values range between 26 and 28.
Skewness indicates the direction in which a particular dimension is skewed. Kurtosis shows us how peaked the distribution is compared to a normal distribution. To assess this, we first applied the Kolmogorov-Smirnov test (Table 7). The normality test revealed that the distribution is not normal for 6 dimensions because the obtained values are less than 0.05, while in the case of 2 dimensions (Figure 4 and Figure 5), we can consider it a normal distribution (HFR: 0.053; STR: 0.200).

Table 7: The Kolmogorov-Smirnov test on 8 dimensions

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ADM_total	.220	50	<.001	.881	50	<.001
DIS_total	.182	50	<.001	.838	50	<.001
HFR_total	.124	50	.053	.933	50	.007
LEA_total	.153	50	.005	.951	50	.038
SRE_total	.175	50	<.001	.916	50	.002
STR_total	.096	50	.200*	.958	50	.076
UNC_total	.213	50	<.001	.890	50	<.001
UND_total	.194	50	<.001	.904	50	<.001

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

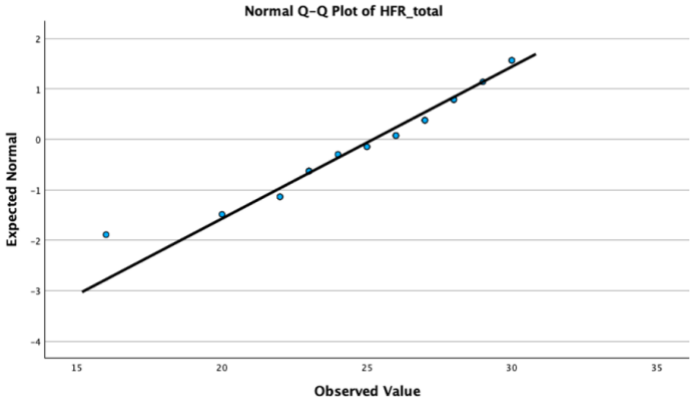

Figure 4: Normal distribution of the HFR dimension

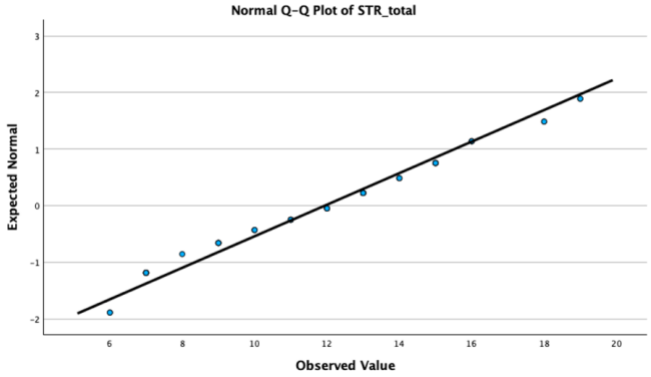

Fig. 5: Normal distribution of the ADM dimension

In the case of dimensions with a normal distribution (HFR and STR), we also conducted a homogeneity test, revealing that both the HFR (0.676 > 0.05) and STR (0.264 > 0.05) dimensions have homogeneous variances. Therefore, we can perform the ANOVA analysis for both dimensions (Table 8).

Table 8: Homogeneity test on the HFR and STR dimensions

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HFR_total	Based on Mean	.177	1	48	.676
	Based on Median	.088	1	48	.768
	Based on Median and with adjusted df	.088	1	42.991	.769
	Based on trimmed mean	.159	1	48	.692
STR_total	Based on Mean	1.276	1	48	.264
	Based on Median	1.286	1	48	.262
	Based on Median and with adjusted df	1.286	1	47.216	.263
	Based on trimmed mean	1.250	1	48	.269

We wanted to find out if there was a significant difference between the responses of male and female respondents regarding the dimensions. For this purpose, we conducted the Mann-Whitney U test for 6 dimensions (excluding HFR and STR) (Table 9).

Table 9: Mann-Whitney test on 6 dimensions in terms of male/female background variables

Test Statistics[a]

	ADM_total	DIS_total	LEA_total	SRE_total	UNC_total	UND_total
Mann-Whitney U	249.000	250.000	291.000	258.500	222.500	250.000
Wilcoxon W	549.000	601.000	642.000	558.500	573.500	601.000
Z	-1.264	-1.237	-.411	-1.046	-1.755	-1.220
Asymp. Sig. (2-tailed)	.206	.216	.681	.296	.079	.223

a. Grouping Variable: GENDER

Since, for all 6 dimensions, the Asymp. Sig. is greater than 0.05, we can conclude that there is no significant difference between the responses of male and female respondents in the examined sample.

In the case of HFR and STR dimensions, we conducted ANOVA analysis (Table 10) to determine if there is a significant difference in the assessment between men and women. Since the Sig. for the HFR dimension (0.143) is greater than 0.05, we can conclude that there is no significant difference in the assessment between men and women in the examined sample. In the case of the STR dimension, the Sig. (0.023) is less than 0.05, so we can conclude that there is a significant difference in the assessment between the male and female respondents in the examined sample.

Table 10: ANOVA analysis in HFR and STR dimensions in terms of man/female variables

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
HFR_total	Between Groups	23.926	1	23.926	2.223	.143
	Within Groups	516.654	48	10.764		
	Total	540.580	49			
STR_total	Between Groups	64.810	1	64.810	5.496	.023
	Within Groups	566.010	48	11.792		
	Total	630.820	49			

The next step was to determine if there was a significant difference between the groups regarding the 8 dimensions. For this purpose, we conducted the Kruskal-Wallis test for 6 dimensions (Table 11), while for the HFR and STR dimensions, we performed an ANOVA analysis.

Table 11: Kruskal-Wallis test for 6 dimensions in terms of background variable of groups

Test Statistics[a,b]

	ADM_total	DIS_total	LEA_total	SRE_total	UNC_total	UND_total
Kruskal-Wallis H	.953	.345	.955	7.520	2.544	.088
df	2	2	2	2	2	2
Asymp. Sig.	.621	.841	.620	.023	.280	.957

a. Kruskal Wallis Test

b. Grouping Variable: CLASS

In the ADM, DIS, LEA, UNC, and UND dimensions, there is no significant difference in the responses given by the three groups (>0.05). However, for the SRE dimension, there is a significant difference in the responses between the groups (0.023 < 0.05).

For the HFR and STR dimensions, an ANOVA analysis was conducted (Table 12) to determine if there is a significant difference in the assessments between the groups. Since the Sig. is greater than 0.05 for both dimensions, we can conclude that there is no significant difference in the responses between the groups in the two examined dimensions.

Table 12: ANOVA analysis in the HFR and STR dimensions in terms of background variable of groups

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
HFR_total	Between Groups	33.211	2	16.605	1.538	.225
	Within Groups	507.369	47	10.795		
	Total	540.580	49			
STR_total	Between Groups	17.253	2	8.627	.661	.521
	Within Groups	613.567	47	13.055		
	Total	630.820	49			

We can conclude that we found a significant difference only in two dimensions: in the STR (strict) dimension concerning gender and in the SRE (student responsibility, freedom) dimension concerning groups.

Regarding the STR dimension, we examined the responses of male and female respondents, broken down by groups (Table 13). We can see that the average of the responses received from male participants in the STR dimension is higher in all three groups compared to the average of responses given by female participants. However, due to the small sample size, this does not qualify as a significant difference within the group.

Table 13: Responses for the STR dimension in male and female groups

STR (strict)								
	female				male			
	Mean	Std. Deviation	95% conf. int.		Mean	Std. Deviation	95% conf. int.	
			lower bound	upper bound			lower bound	upper bound
Group 1	12,00	3,396	10,04	13,96	13,67	2,943	10,58	16,76
Group 2	11,26	2,921	9,85	12,67	12,50	2,798	10,50	14,50
Group 3	12,65	4,400	10,38	14,91	13,50	3,741	10,37	16,63

Regarding the SRE (student responsibility, freedom) dimension, there is a significant difference in the responses of the groups in the examined sample (Table 14).

Table 14: Responses for the SRE dimension in male and female groups

SRE (student responsability, freedom)								
	female				male			
	Mean	Std. Deviation	95% conf. int.		Mean	Std. Deviation	95% conf. int.	
			lower bound	upper bound			lower bound	upper bound
Group 1	17,00	3,162	13,68	20,32	17,00	2,976	14,51	19,49
Group 2	16,60	2,796	14,60	18,60	16,44	2,127	14,81	18,08
Group 3	18,88	5,330	14,42	23,33	20,22	1,787	18,85	21,60

We also conducted the Scheffe test (Table 15) to examine if there is a significant difference in the responses between the three groups regarding the SRE dimension. With the help of the Scheffe test, we can see that out of the three possible pairings, there is a significant difference between the second and third groups (Sig. 0.018).

Table 15: The Scheffe test in the SRE dimension

Multiple Comparisons

Dependent Variable: SRE_total
Scheffe

(I) CLASS	(J) CLASS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st group	2nd group	.47368	1.09090	.910	-2.2840	3.2313
	3rd group	-2.58824	1.11779	.079	-5.4139	.2374
2nd group	1st group	-.47368	1.09090	.910	-3.2313	2.2840
	3rd group	-3.06192*	1.03400	.018	-5.6757	-.4481
3rd group	1st group	2.58824	1.11779	.079	-.2374	5.4139
	2nd group	3.06192*	1.03400	.018	.4481	5.6757

*. The mean difference is significant at the 0.05 level.

Based on these findings, we can conclude that there is a significant difference in the examined sample for only two dimensions: the STR (strict) dimension concerning gender and the SRE (student responsibility, freedom) dimension concerning groups. In Table 16, the descriptive statistical indicators of the QTI variables are displayed according to background variables.

Table 16: Statistical indicators of the QTI variables based on background variables

A Wubbels-féle nyolc kategória	Gender				Groups					
	Male		Female		1st group		2nd group		3rd group	
	95% conf. int.		95% conf. int.		95% conf. int.		95% conf. int.		95% conf. int.	
	lower bound	upper bound	lower bound	upper bound	lower bound	upper bound	lower bound	upper bound	lower bound	upper bound
Admonishing (ADM)	7,01	8,56	7,50	8,56	7,21	9,50	7,00	8,04	7,14	8,85
Dissatisfied, doubtful (DIS)	7,26	8,89	6,78	8,13	6,74	8,68	6,74	8,51	6,92	8,96
Helpful, friendly (HFr)	23,00	25,99	24,66	27,10	23,53	27,17	22,69	25,83	24,42	27,93
Leader (LEA)	22,33	25,00	22,14	24,62	22,27	26,15	21,92	24,70	21,55	24,79
Student responsibility, freedom (SRE)	15,82	19,09	16,78	19,05	15,30	18,69	15,35	17,70	17,62	21,54
Strict (STR)	11,82	14,42	9,34	12,35	10,03	13,96	9,85	12,67	10,38	14,90
Uncertain, indecisive (UNC)	9,09	11,98	7,90	10,09	7,10	10,46	8,56	11,96	8,47	11,41
Understanding, consensus-oriented (UND)	26,41	28,41	25,85	27,68	26,46	28,25	25,28	27,97	26,16	28,54

5 Answers to the Research Questions

In this study, we aimed at answering three research questions. The first research question (Q1) was as follows: How can we characterize the interaction style and interpersonal behavior of an English teacher at a Hungarian university from the perspective of English-major students? We measured the teacher's interaction style using a questionnaire that examined eight dimensions of the teacher's interaction style. In the study, a total of 50 students from three groups participated. In the examined sample, the lowest score was in the DIS dimension, indicating the "dissatisfied, skeptical" dimension. The highest score was in the UND dimension, representing the "understanding, consensus-seeking" dimension. Based on this, we can conclude that in the examined sample, students perceived the teacher as understanding, consensus-seeking, helpful, and friendly. According to the students, the teacher is not scolding, uncertain, or indecisive. The examined eight dimensions were ranked

as follows (from left to right, indicating increasingly characteristic personality traits of the teacher): DIS (7.76); ADM (7.92); UNC (9.74); STR (11.94); SRE (17.70); LEA (23.52); HFr (25.22); UND (27.08).

The second research question (Q2) was as follows: Considering the background variables, what differences emerge in the evaluation of the teacher among different student groups? Both for male and female respondents, it was found that in 7 dimensions there is no difference, but in one dimension (STR: strict), there is a significant difference in the evaluation between men and women respondents. Concerning the groups, it was concluded that in 7 dimensions there is no difference, but in one dimension (SRE: student responsibility, freedom), there is a significant difference in the responses between the groups.

The third research question (Q3) was: Does the evaluation of the teacher's interaction style by students in the examined sample align with the characteristics of the interpersonal behavior considered ideal by teacher trainees? Tóth & Horváth (2022, 126) measured the attitude of teacher trainees toward the ideal interpersonal behavior in a previous study. They concluded that "according to teacher trainees in the Carpathian Basin, the ideal teacher interactions are characterized by high levels of directive, assertive, helpful, friendly, and understanding, consensus-seeking attitudes, while low values characterize uncertain, indecisive, dissatisfied, skeptical, and admonitory, warning attitudes."[4]

Therefore, the ideal interpersonal behavior of teacher students is characterized by high values of the following attitudes: leader, assertive (LEA), helpful, friendly (HFr), understanding, and consensus-seeking (UND). Additionally, low values characterize attitudes of uncertainty, indecisiveness (UNC), dissatisfaction, skepticism (DIS), and admonitory warning (ADM).

In the current research, the examined sample displayed low values in the DIS, ADM, and UNC attitudes, while showing high values in the LEA, HFr, and UND attitudes. The attitudes marked with low values in our study align with the attitudes that received low scores in the ideal interpersonal behavior according to teacher students, as measured by Tóth & Horváth (2022), regardless of the order (UNC, DIS, ADM). Similarly, attitudes receiving high scores (LEA, HFr, and UND) also show consistency between the examined sample and the characteristics of interpersonal behavior considered ideal by teacher students. Based on this, we can conclude that in the examined sample, the interaction style evaluated by the students aligns with the characteristics of the interpersonal behavior considered ideal by teacher trainees.

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[4] Trans. by LDSZ.

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