

ABSTRACT

A Phenomenological Study of Primary School Teachers' Conceptions of the "Good Teacher"

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This qualitative phenomenological study sought to investigate teachers' conceptions of "the good teacher." Data were collected through interviews held with five randomly selected teachers. The analysis revealed that teachers held different individual concepts of the good teacher. While they were able to list behaviours that indicate a good teacher, they varied considerably in terms of the criteria they gave prominence. Though teachers thought of themselves as a good teacher, they acknowledged that they were not perfect, which resulted in hesitancy to identify a teacher as "not good." The criteria for the good teacher tended to focus on behaviours that reflected attitudes and values, while criteria for the "not good" teacher seemed to focus on the professional behaviours of the teacher.

Keywords: Primary school teachers; Perceptions; Teacher attitudes; Teacher effectiveness; Trinidad and Tobago