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**UČITELÉ V HARRYM POTTEROVI A JEJICH VLIV  
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**TEACHERS IN HARRY POTTER AND THEIR  
INFLUENCE ON PUPILS**

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

*V Plzni dne 26. dubna 2013*

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## ABSTRACT

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This thesis deals with the personalities of teachers and their influence on pupils. It provides essential information about psychological views on personality both of teachers and pupils, the roles of teachers and their competences. The background chapter also discusses the issues of pupils, their approaches to studying and their self-esteem. The research part focuses on the pupils' view of selected teachers from J. K. Rowling books and adapted movies. The results are divided according the age of respondents and captured in graphs. In conclusion part the impacts and results of those views are summarized and the possible applications in the school environment are suggested.

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## I. INTRODUCTION

Teachers and pupils meet on every day basis in the school environment. It cannot be doubted that this encounter forms views of teachers and pupils on each other. The theme of this diploma work is to define how the teachers in J. K. Rowling books influence pupils and their attitudes towards their subjects. This work reveals how and how much teachers' personalities form pupil's views on studying and what the factors are. The Theoretical background covers many characteristics of teacher's competences and abilities and the goal is to describe if the knowledge or the personality of the teacher attracts lower secondary students.

The first part of the Theoretical background covers the issues of teacher's personalities in general from the psychological point of view. The teacher's competences and roles are discussed further. The next part of the teacher chapter is oriented on teachers' views of pupils and the perception which influences both participants. The second part of the background describes pupils and their personalities, affective aspects which create the approach to studying, pupils' learning styles and self-confidence which forms pupils' attitudes towards school.

In the Research Methodology the process of the research is described. In the next chapter, Results and Commentaries, the outcomes from the books, questionnaires and the graphs from the survey are presented and summarised. The Implication chapter discusses the possible suggestions of gathered information and limitations of the research follow. The last chapter, Conclusion, describes the main ideas and closes the thesis.

## II. THEORETICAL BACKGROUND

Teachers and pupils create the environment in school. This is the reason why it should be known what the characteristics of both those participants are. The theoretical part is divided into two chapters. The first one deals with teachers – what their personalities are, competences, roles, attitudes towards pupils and mistakes in perception. The second chapter covers pupils and their personalities, affective aspects which correspond with learning, learning styles and the matter of self-confidence. The objective of this theoretical part is to reveal the general views of those mentioned topics.

### **Teachers**

Teachers undoubtedly influence pupils' attitudes towards school; they regulate pupils' behaviour and manners. However, school is not only about teachers. It is also about pupils. Those two elements encounter on regular basis and it is my objective to find out what the impacts are. In the first part of this chapter I will debate what makes a good teacher.

#### **The teacher's personality**

Personality of a teacher is very important not only for his own efficiency but also for his pupils. Fontana (2003) in his book says that there has not been carried any research of teacher's personality connected with the influence on pupils yet. There can be made some valuable conclusions, but it is very hard to define who is “a good teacher” (p. 363). There are not suitable scales to assess the personality of the future teacher. Personality influences teacher's approach to his subject, his choices of motivational strategies or assessing the pupils, and much more. Some researchers confirmed that abilities and skills of the teacher are changing with the years of his experience. However, it cannot be said how the teacher will proceed when in training programme and if he becomes a successful teacher after all (Fontana, 2003).

According to the study in the USA it was found out that a good teacher should be hearty, perceptive, amicable, responsible, systematic, inventive and enthusiastic (Fontana, 2003). Other teachers' qualities encompass the ability to keep a distance from pupil's trivial fights and not to disconcert themselves easily. A teacher trainee should be strong enough to



stay calm and be emotionally stable, not only in contact with pupils but also while dealing with parents or colleagues at school (Fontana, 2003).

Teachers' personalities influence their approach to their field as it was mentioned above. From this point of view we distinguish two basic types of teachers – “logotrop” and “paidotrop” (Szachtová, 2000, p. 125). Logotrop uses more formal ways of teaching and focuses on his own needs while preparing lectures. He provides pupils with the essential knowledge about his subject field. On the other hand paidotrop is a teacher who is open-minded to pupil's inventions and creativity, and he is more concentrated on facilitating pupil's own responsibility. Fontana (2003) describes these two categories as “formal” and “informal” nonetheless he added that these categories are rather strict and they frequently coincide (p. 367). Fontana (2003) mentions Likert, an American educator and psychologist who uses alternative terms of qualification of teacher's approach - “initiative and non-initiative teacher” (p. 368). The initiative teacher is capable of creating suitable and thought-provoking teaching environment. This type of teacher gives pupils significant opportunities to learn how to solve problems and how to become more independent. Harmer (2007) also speaks of student centeredness using the term “learner autonomy” (p. 394). He stated that teachers should raise the student's awareness of ways of identifying goals, specifying objectives and identifying resources which will help them to realise these goals. But he adds that students are not able to manage their own learning if they have no idea of how learning works.

Fontana (2003) refers to another very important attribute of teachers' personality and that is being “a great speaker” (p. 369). Of all other teacher's abilities this one is quite significant. It was already mentioned that teachers should be able to give pupils opportunities to express themselves, to promote their personal growth and also to prefer the student-centred approach. If the teachers are capable of flexible answering questions, making the lectures interesting using pauses, rhythm and colours of their voice, know what questions to ask, what language means to use, they can provide suitable environment in the classroom. Their verbal skills help students to learn new expressions and learn how to use the language means (Fontana, 2003).

It was pointed out that there are many requirements on teachers in order to become a successful teacher. In the following chapters I will describe competences and roles of teachers in more depth. To conclude this section about teacher's personality it can be said

that being a teacher does not mean just sharing the knowledge of the subject but also demonstrating good behaviour and responsibility for being a good person example.

### **Competences of the teacher**

As it was mentioned above the requirements on teachers are more and more demanding. There are remarkable factors that influence the requirements such as the rapid scientific-technical progress, the accessibility of information, medial influence or the threat of pathological phenomena. Because of these factors effects teachers can experience the increasing lack of discipline connected with vulgar manners of pupils, troubles with maintaining pupils' motivation, negative attitude towards school or subject, the lack of co-operation and communication with the teacher or the low opportunity for teachers to recognize various addiction, such as drug or computer addictions and prevent them (Dvořáková, 2000).

In present days there are several ways to approach teachers' competences. One of the possible divisions which describe the competences of a teacher according to Spilková (as cited in Dvořáková, 2000, p. 9) is:

- psycho-didactic competences
- pedagogical competences
- communicative competences
- diagnostic and intervention competences
- consulting and consultative competences
- competences of self-reflection

Dvořáková (2000) furthermore discusses the work of Švec (as cited in Dvořáková, 2000) and his opinions of teachers' competences. He describes three main categories of pedagogical competences such as the competences in education, personality competences and competences of development. For better orientation in these categories I have created this table:

<i>Pedagogical competences</i>	
1. competences in education:	a) diagnostic competences b) psycho-pedagogical competences c) communicative competences
2. personality competences	

3. competences of development:	a) adaptive competences b) informative competences c) self-reflexion competences d) auto regulative competences
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For competences in education Švec (1998) states three sub-categories: the diagnostic competences, the psycho-pedagogical competences and the communicative competences. The first one deals with the importance for teacher to be able to diagnose pupils' knowledge and abilities with their conception of curriculum. Also the teacher has to be aware of the atmosphere in the classroom and the relationship between students. The second competence is focusing on pupil's attitude toward learning and the third competence discusses the ability of the teacher to communicate in various teaching situations. The personality competence includes responsibility of teachers, their flexibility, empathy and their ability to communicate with parents, other teachers and pupils.

Švec (1998) divides the competence of development into four sub-categories: adaptive competence, informative competence, self-reflection competence and auto regulative competence. These categories are more informative than prescribed. In real life these competences overlap and they can be adjusted. In a simplified way it can be said that the core of teacher's competences consists of “pedagogical knowledge, pedagogical skills and pedagogical experience” (Dvořáková, 2000, pp. 10-11).

The pedagogical knowledge is connected with education and depends on every teacher trainee individually according to their personal teaching style and their ability to process learned information. The pedagogical knowledge covers more than the application of given information; it includes so called “hidden competences”. Those competences are described in Štech (as cited in Dvořáková, 2000,) who said that every teacher develops such skills, procedures, methods and strategies, which are private or unspoken. The teacher himself is often unaware of these skills and he cannot verbalize them. These hidden competences can be hardly defined or explored as Dvořáková (2000) confirms, however they are very important for managing pedagogical skills.

The pedagogical knowledge provides the basis for the pedagogical skills. These skills list the whole spectrum of things what should teachers do in lessons. They are able to define the goal, to motivate pupils for learning, have an ability to deal with parents, to create supportive classroom environment etc. Every pedagogical skill has two sides. The

first one is “external” and can be controlled easily. The second one is “internal” and it is the consequence of the external one (Dvořáková, 2000, p. 11). For more detailed information you can see the Appendix 1 in Czech.

The third component of pedagogical competences is the pedagogical experience. It is a complex of competences which teachers, tutors or parents acquire during their lifetime and apply them in their pedagogical activities. Pedagogical skills are formed while solving pedagogical situations and problems. It is said that these skills are developing with years of practice (Dvořáková, 2000). However, it cannot be clearly said after what time one is considered to become “the expert-teacher” (Dvořáková, 2000). The time itself is not crucial, more valuable are the skills which are achieved during that time. Dvořáková (2000) refers to the research which proved that so called “teacher’s professional stabilization” becomes after five years of teaching practice and after the average time of 22,9 years we can speak of “teacher’s mastery” (p. 15).

As a conclusion for this chapter I will refer to the work of Kalhous and Obst (2001) where they discuss the issue of “a model teacher”. They present several items that are expected from teachers saying that teachers should be enthusiastic for their pupils and their teaching, know their subject and be able to learn it, be responsible for managing and diagnosing their pupils, think systematic about their work, learn from their experience and remember that teachers are members of teaching community.

As it was foreshadowed these categories are very complex. Nevertheless, when one surpasses the difficulties at the beginning, he can discover and adapt his abilities and skills according to his personality and his knowledge during his studies and practice. In the following section I will be dealing with teachers’ roles.

### **Roles of the teacher**

In this chapter I will discuss the roles of the teachers from Harmer's (2007) point of view. He says that when students firstly meet a new teacher, they expect “leadership and direction” (p. 107). However as the relationship with the class proceeds, teacher wants to involve students in “the process of decision-making and direction-finding” (p. 107). Harmer (2007) later adds that teachers have to distinguish between “who they are and who they are as teachers” (p. 108). He meant that teacher trainees should be able to participate in different roles and in the eyes of students adapt the role of a teacher. He listed five main

roles of the teacher with its positive and negative attributes. The types he used are a controller, a prompter, a participant, a resource and a tutor (pp. 108-10).

The controller is a teacher who is in charge of the class. These teachers are likely to use “teacher-fronted” approach (Harmer, 2007, p. 108). For some students these types of teachers can be a source of inspiration and charisma; however it does not impress everyone in the classroom. Students miss the opportunity to express themselves because of the teacher-fronted education and they are not able to work on their own for they rely on the teacher. It is not wrong to be the controller, he can organize his work, gives answers and brings order to the classroom, as Harmer (2007) explains, nonetheless he adds it is not good to stick “to one mode behaviour” (p. 109).

The prompter, on the other hand, gives students the chance to use their knowledge. He is the one who holds back and watches students' work. He will not take the charge. More often he offers suggestions and encourages learners to try on their own. However Harmer (2007) emphasizes that prompter should not be adamant or he could take initiative from students and discourage them (p. 109).

Being the participant is, according to Harmer (2007), very useful. Those teachers can for example enter a discussion and not only “prompt or organize the work from outside” (p. 109). Students can appreciate the company of the teacher but there is a danger that teacher will still be seen as “the authority” (p.109) and also this ability might not be easy for inexperienced teachers.

There are some situations where it is inappropriate for a teacher to enter or control students' work, such as preparing the presentation, states Harmer (2007, p. 110). On the contrary students may have some questions and want to know the answers. Teachers are the source of information, the resource. They should be able to offer the “guidance” where to find the information (p. 110). Also they should encourage pupils to use another sources, not only the teacher, and look for the answer themselves. Harmer (2007) considers important that teachers are capable of saying “I don't know the answer” (p. 110). And again, teachers have to know the limits. Being helpful and available is certainly al-right but students cannot be over-reliant on teachers.

The last role described by Harmer (2007) is the tutor. He said that this is “the combination of the prompter and the resource” (p. 110). This role is more suitable for smaller groups where teachers can work with individuals and Harmer (2007) states that

teachers should be able to talk to all individuals in the group or the students might feel aggrieved. Nevertheless, it is up to the teacher to balance the offered help. If it is too little it will be unhelpful and if it is too much, students lose their autonomy (p. 110).

In summary I would like to quote Harmer (2007) saying what being a teacher means: “We need to be able to switch between the various roles we have described here, judging when it is appropriate to use one or other of them” (p. 111). In the next chapter I will describe different attitudes of teachers and the influence on pupils.

### **Teacher's attitudes towards pupils**

There are many typologies of looking on teachers' attitudes towards pupils however I will refer to the three main attitudes from Szachtová's (2000) and Harmer's (2007) point of view.

Szachtová (2000) lists in her book: “an autocratic, a democratic and a liberal teacher” types (p. 127). She describes the autocratic teachers as very dominant. They do not believe in pupils' qualities and abilities. Their lessons are rather strict and they are not able to understand student's needs. These teachers require an absolute submission from their pupils otherwise they will punish any misbehaviour. Their typical lesson is filled with commands, orders, or pressure on pupils. These signs of teacher's personality lead to anxiety, irritability and aggression between the teacher and the pupil. It has a very negative influence on pupils. This attitude can function only in a way that students are afraid of the teachers so they will become conforming, decent and will accept the orders without any aversion. Nevertheless it will damage their development of autonomy and creativity.

On the other hand about the liberal teachers Szachtová (2000) says quite the opposite. These teachers do not perform any or very little leadership in the classroom. They do not provide pupils with requirements or norms which are essential for their work. Students have an absolute freedom of decision-making and this may lead to disobedience.

The third type of teachers is democratic. Szachtová (2000) states that these teachers have the leadership but they do not oppress pupils with commands. Democratic teachers apply their pedagogical knowledge for cooperation with pupils and support pupils' autonomy. They can define the goals and the steps needed for the achievement of these goals. They create friendly relationship in the classroom and it helps students be more

productive and less stressed. Szachtová (2000) adds that these conditions produce more positive relationships towards pupils and they can appreciate it.

Harmer (2007) uses terms the explainer, the involver and the enabler. However, he states this about these categories: “There is no way to categorise all teaching under three headings” (p. 18) and explains that learning styles of teachers often coincide. Now I will briefly describe the types of teachers.

The explainers are teachers who know their subject matter very well. Nonetheless they often lack the ability to teach, as Harmer (2007) conveys: “They have limited knowledge of teaching methodology” (p. 17). Students listen to the teacher and make some notes but they are not much involved in the learning and they practise what they have learned individually after the lectures.

The involvers are also aware of their subject matter yet they are capable of using “appropriate teaching methodology” (Harmer, 2007, p. 18). They practise many different techniques and procedures in order to help students to understand the subject matter. These teachers try to involve as much student as they can with interesting and appropriate activities and still remain the “clear control over the classroom” (Harmer, 2007, p. 18).

The last type according to Harmer (2007) is the enabler. These teachers can create such learning environment where students can work on their own. They often negotiate the lessons with pupils and adjust the lessons. The enablers know their subject matter, they know the methodology and they are aware of students' feelings and needs. They can respond flexibly during the lessons and they are encouraging.

It does not matter if the labels are applied or not, these mentioned categories help create an idea of teachers' attitudes towards pupils. They are not strictly divided as it was said before. Harmer (2007) mentions that he mostly remembers those teachers who had “great knowledge and enthusiasm”. However he further adds: “But the teacher I recall with most pleasure and respect was the one who listened to me, who encouraged me, who respected my own view and decisions” (p. 19). There are many requirements on teachers these days and they surely should be the ones who transfer the knowledge. Nonetheless it is important not to forget about the human side of this profession and do the best to understand pupils.

## Perception

From the typologies mentioned above is obvious that the mutual activity of pupils and teachers influences both participants. In this chapter I will discuss the most common errors in social perception. As Dvořáková (2000) asserts every personal contact creates “an interaction” (p. 133). The pedagogical interaction differs from the interaction at home between pupils, here in the role of a daughter or a son, and parents. Teachers as educators are formally superior to pupils. Their duty is to shape pupils' personalities.

Teachers and pupils enter the social interaction on every day basis. Nonetheless Dvořáková (2000) alerts that this interaction is not fully perceptible. Teachers can recognize only the “outer signs” (p. 47) such as appearance, clothing, mimics, gestures or the formal sites of pupils' speaking manners. Additionally she alleges that teachers conjecture what they cannot perceive by eyes and that is pupils' intentions, attitudes, feelings or character. The objectivity of teachers' view of pupils can be very problematic.

When teachers meet a new class, they more or less rely on their previous experience with pupils. Dvořáková (2000) suggests that the quality of those experience influences how much teachers will be involved. She later remarks that the formation of pupils' picture is connected with so called “categorization” (p. 48). Categorization is the process of classifying pupils into different groups according to their external signs but also according to teachers' deductions. Nevertheless these groups may be inaccurate and can cause mistakes in the perception.

Řezáč (1998) presents several perception mistakes in perception, such as the halo-effect, the effect of newness, the mistake of subjective logic, the effect of indulgence (or strictness), the mistake of central tendency, the effect of contrast and prejudice. In the following paragraph I will briefly describe every stereotype.

The halo-effect is the most common and the most frequent mistake. Teacher focuses his attention on the most apparent personal traits of pupils and omits the rest (Řezáč, 1998). The effect of newness, as the author says, is the new information about pupils and it has more significant influence on the teacher. Mistakes of the logic occur when the teacher is not aware of his internal misrepresentation in perception. The effect of indulgence (or strictness) is presented when a teacher uses two ways of assessing pupils. For students who are in the eyes of the teacher better, he uses indulgence, and vice versa, the worse students are treated with strictness. It is the mistake of insufficient detached view as Řezáč (1998)



explains. The mistake of central tendency is the inclination to the average. The teacher can see the classroom as the mass of people where there are “the good ones, the bad ones and the rest”. This view can coincide and there will be the class of “average” pupils (Řezáč, 1998, p. 103). It is caused by deficiency of information and this influences the right conclusion. Řezáč (1998) informs that the mistake of contrast causes that teacher focuses on the personal traits of pupils which are different from his own ones. These characteristics are noticeable and the teacher should firstly consider his own traits before using any label. The last term is prejudice. Here the teacher categorizes the pupils according to his “subconscious tendencies” for example towards race, gender or hair colour (Řezáč, 1998, p. 103). These prejudices are frequently baseless.

However demanding these mistakes of perception seem to be, the studies showed that the most of teachers are capable of the right conclusions or are able to adjust their opinions later on (Dvořáková, 2000). This chapter can be concluded by the proverb: “Don't judge the book by its cover”. If teachers learn how to manage the perception, they will be one step closer to become a successful teacher. In the following chapters I will be discussing the matter of pupils – their personality, their learning styles and their self-confidence.

## **Pupil**

In this chapter I focus on pupils because for teachers it is very important to know how to approach different classes and know what they cannot ignore. Every person is very complex, grows up in different environment, has got different views and it creates conditions which will reflex pupil's behaviour at school. In these following chapters I deal with this phenomenon.

### **Pupil's personality**

Pupils' personalities are undoubtedly very important for teachers. They have to know in front of what classroom of children they are standing. The description of the personal development is not simple. There has been a debate if the personality is hereditary or if it is changeable during lifetime and what the personal categories of pupils are (Fontana, 2003). One survey showed that even if siblings are raised under the equal conditions, it does not mean that they will have identical personalities (Fontana, 2003). Fontana (2003) adds that the same research discovered three categories of children's'

personalities: the first are children who can be educated easily; the second are pupils who are difficult to educate and the third are children with slow reactions.

Children in the first category have regular bodily functions, are adaptable, friendly and optimistic and they have adequate reactions to stimuli. The second category of children does not like new persons or situations, their bodily functions does not follow a regular pattern, they tend to be more bad-tempered and overreacting and also have the tendency to protest much often about anything. The third category of children is significant with their slow adaptability and activity in classes, they rather avoid new situations, their reactions to stimuli are poor and they tend to be quite negative (Fontana, 2003).

As the survey proceeded, Fontana (2003) says that it was apparent that the adaptable children have the best prerequisite for school environment. Their temperament remained almost unchanged during school attendance and they were enthusiastic about school. On the other hand, the difficult and slow-reaction pupils did not adjust to the school system and had problems with rules. It was found out, as Fontana (2003) points out, that those children from all three groups had similar conditions provided by parents. Therefore the inevitable conclusion for this survey was that the temperament is the matter of heredity and it is given from the birth. However, parents are the ones who can actually affect the impact of their children's character, as Fontana (2003) concludes.

The personality influences the approach of a pupil towards learning. It is connected with "the cognitive aspects" (Fontana, 2003, p. 151). The author further mentions the basic cognitive aspects such as intelligence, creativity or processing of information. Fontana (2003) also deals with less frequent terms of affective aspects, motivation, maturation, age, gender, social environment, learning styles and memory of a pupil. For the purposes of my work I will discuss the affective aspects and the learning styles.

### **Affective aspects**

From the psychological point of view the affective aspects are focused only on feelings (Fontana, 2003). In this case Fontana (2003) speaks of three aspects which influence pupils: anxiety, self-concept and introversion-extroversion. The author asserts that for teachers the anxiety level of pupils is crucial. Fontana (2003) says that the low level of anxiety is for good. Under those conditions children are working and engaged. However if the anxiety level is too high the process of learning can be damaged. Pupils are

too afraid and demotivated. Nonetheless the impacts differ from pupil to pupil and from task to task. Fontana (2003) states that the most powerful source of anxiety is the fear of failure. It can be said that the anxiety is helpful but only in small portions.

The matter of “self” is closely related to anxiety, as Fontana (2003) mentions. The children with higher self-confidence are likely to succeed at school. They can be easily motivated, have higher goals and are more realistic about themselves than children with low self-confidence. The task for teachers is to give students with low confidence the opportunity to feel the success and show them that they believe in their qualities (Fontana, 2003).

When talking about confidence, there are two terms which describe self-confidence, extrovert and introvert students. Extrovert pupils are mostly focused on the world around them. They enjoy changes and new stimuli and they search for experiences (Fontana, 2003). On the contrary introvert pupils have their own inner world and they appreciate stability. Fontana (2003) proposes that teachers should consider not only the pupils' intelligence but also their personalities while teaching them. He recommends to provide extrovert students with social and energetic activities and to assure the introvert pupils with calm structural work. And he emphasizes that teachers should not prefer those students with similar personality to their own (Fontana, 2003).

The cognitive aspects including affective aspects, as it was introduced, are according to Fontana (2003) necessary for teachers. Those factors cannot be omitted from the teaching process. The following chapter, connected with all those aspects, is focused on pupils' approaches to learning.

### **Learning styles of pupils**

The term learning style is defined as a fixed system of studying, the procedures of learning of knowledge and skills, which are applied during education (Švec, 1998). Švec (1998) added that pupils differ in their learning styles, and these differences created so called “individual characteristic” (p. 43).

Dvořáková (2000) states that the problem of learning styles is important for teachers. They should know what styles students use to help them apply suitable methods and choose appropriate objectives. She confirms that it requires specific amount of psychological training to recognize different learning styles. Cognitive style is connected

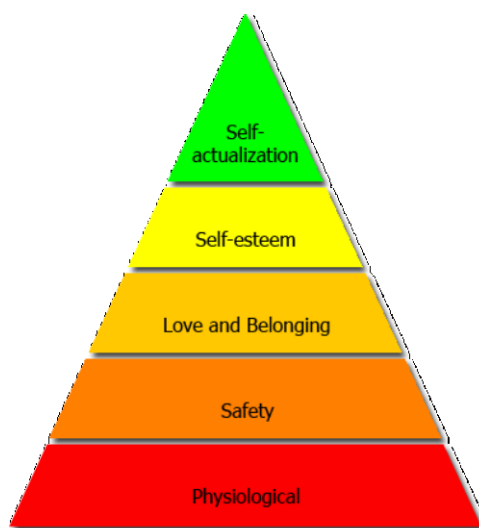
with diagnostic of learning styles. The cognitive side of personality offers “information” (Dvořáková, 2000, p. 64) about interaction between surroundings and individual. Cognitive processes include recognition, perception, memory, thinking and solving problems. In the matter of pupils, teachers focus on the process of acquiring, accepting, adapting and employing information. This differs from student to student according to their individual learning styles.

Dvořáková (2000) mentions one of the, as she says, most elaborated aspects of pupils' learning style and those are the aspect of dependence – independence on perception field and reflexive – impulsive solving of problem. The dependence on the field is characterized by passive acceptance of information, bigger sensitivity to interpersonal relationships, significant need of social keys, such as cognitive processes, it reflexes in lower self-confidence, anxiety and lower ability to make decisions. To the contrary stands the independence on the field where pupils have lower sensitivity towards social relationships, for example they prefer non-social situations, they have noticeable ability of analysis, are more concentrated, attentive, have bigger resistance to heavy-duty situations and are better in logic.

The issues of reflexive – impulsive problems solving are dealt in Hrabal (1989). These aspects are based on swiftness/slowness of solving tasks and the error rate. The reflexive students carefully define their process, explore the conditions and have quite long attention span. Hrabal (1989) describes the work of reflexive pupils as relatively without mistakes, but the solution takes them longer time. On the other hand the typical feature of impulsive pupils is “rashness” (p. 79). They make mistakes because of inattention, are absent-minded and their written discourse is chaotic. Hrabal (1989) closes this issue with the words that in extreme cases both of them are not suitable for school system – ones make too much mistakes and the other ones are too slow in tasks solving.

## Self-confidence

As it was mentioned above self-confidence is one of the factors which teachers should not ignore. For pupils the self-image is even more important. According to Maslow's hierarchy of needs (see picture below – source: [www.letsstartthinking.org](http://www.letsstartthinking.org)), it can be noticed that the need of self-esteem is significantly high for human being.



Fontana (2003) points out those pupils with low self-esteem do not believe in their abilities and continuously under-estimate themselves. According to Coopersmith's study (as cited in Fontana, 2003, p. 256) those feeling are mostly displayed when pupils enter lower secondary school. Coopersmith from his survey further derives that there are three types of self-esteem: high, middle and low. The pupils with high esteem have a realistic image about themselves, they are self-confident, tolerate criticism and cooperate. Those with middle esteem also have qualities similar to the high category, but they are less active and they have lower evaluation about themselves. The last group, with low self-esteem is quite miserable. They are isolated, scared and refuse any cooperation. The level of under-estimation is constant. Also they over-react while receiving criticism (Fontana, 2003).

The conclusion of the Coopersmith's research showed that the one and only factor which influences the self-esteem, are parents (Fontana, 2003). The parents who are likely to listen to their children's opinions, accept their individuality and care about their social life (such as names of their friends), those children have the right level of self-esteem. On the other hand the children with low esteem come from families where there is no visible trace of support from parents. Those children are often punished, parents are rather strict and do not take the personality of their child into account (Fontana, 2003).

Fontana (2003) remarks that for teachers this is very important information. If the word “parent” is replaced by “teacher” (Fontana, 2003, p. 258) the knowledge can be applied on the school environment. Pupils tend to adopt teachers' views about them. The teachers, who listen, ask for opinions, show that pupils are important for them, determine reasonable goals, teach those students how to rely on their own and believe in their abilities. On contrary the teachers who send out negative signals or are visibly disappointed by their pupils can cause that pupils start to believe in the negative image about themselves (Fontana, 2003).

Fontana (2003) later affirms that the support of self-esteem by respect is significant. For every child it is important to know his own image. As Fontana (2003) says if the pupil is aware of his doubts, there is a chance to share those views and it can be dealt with. Nevertheless, children can learn how to hide their feelings about failure and for teachers it is very hard to discover those hidden factors. Therefore it is important for teachers to ask pupils how they feel about their performance at school as much as possible.

To summarize this chapter it can be said that children have different needs and self-image. For teachers it means to assign appropriate tasks for pupils, appreciate success rather than highlight the failure. Fontana (2003) suggests that it is helpful to return corrected works individually with some encouraging words. For children it is crucial to understand and learn from their mistakes. Criticism should focus on the work, not on the child. Teachers have to interminably emphasise that no matter what mistakes they make, they have their respect (Fontana, 2003).

The theoretical background provided information about teachers' personalities and showed that it is important what attitudes teachers choose. The chapters about roles and competences revealed that being a good teacher requires extensive knowledge and practice. Teachers should also have in mind the mistakes of perception because pupils sometimes do not show their true feelings and the resulting image can be misleading. Teachers should know about their teaching styles because it is helpful while planning the lessons. Pupils themselves should know their learning styles in order to gain their goals and requirements at school. Lastly it was discovered that pupils are contented when the teacher respects them and give them feedback as it was shown in chapters about self-confidence. The following chapters deal with practical applications of this knowledge in the books by J. K. Rowling and assessment of the questionnaire.

### III. RESEARCH METHODOLOGY

In this part I discuss the work of J. K. Rowling speaking of teachers in her books. The question to be researched is what the personalities of teachers are and how pupils perceive them. For my research I have chosen three teachers which participated in all the seven stories: Minerva McGonagall, Severus Snape and Rubeus Hagrid. For this thesis I deal with the first three books, *Harry Potter and the Philosopher's Stone*, *Harry Potter and the Chamber of Secrets* and *Harry Potter and the Prisoner of Azkaban* which provides the sufficient data about those three teachers. The second part of the method was the questionnaire. This form was distributed in two schools, Masarykova Elementary school in Zruč-Senec and the Elementary school in Stříbro, 1039, Gagarinova Street. The respondents were from three classes: the classes of English and Civics at my teaching practice in Zruč - Senec, the seventh graders and the ninth graders, and the third class from Stříbro were the sixth graders.

#### **Method**

The books of J. K. Rowling and the questionnaire were used as the source for the selected method. In the books I was searching for personal traits, descriptions of teachers and pedagogical situations where there was an encounter of pupils and teachers. The questionnaire (see Appendix 2 and 3) had twelve questions divided into three sub-categories according to the three teachers in Harry Potter – Minerva McGonagall, Severus Snape and Rubeus Hagrid. The first question was a closed question; the rest of the questions were open, giving the pupils space to express their opinions. The answers were various and it was not easy to establish the suitable categories, however I grouped similar answers into one category. Some children had a lot to express and under each graph their answers are summarized. The most interesting opinions can be seen in Appendix 4.

In the following chapter the results from the books research are presented in the first part, and the answers from the questionnaire in the second part; they are also displayed in graphs. This section is concluded with commentaries.

#### IV. RESULTS AND COMMENTARIES

In this chapter the results from the books are presented firstly, and then the questionnaire results and commentaries. Altogether there were forty one filled forms from two schools. The questions were divided according to the age of respondents; every class has its own set of graphs. The first set of graphs belongs to the ninth graders from Masaryk Elementary school, the second set is from the seventh grade of the same school, and the last one is from the sixth graders from the Elementary school in Stříbro. Further on, the commentaries with suggestions are added.

##### **Results from books**

This chapter focuses on the literary characteristics of those three chosen teachers. The first teacher to mention is Minerva McGonagall, followed by the character of Severus Snape and closed with the personal traits of Rubeus Hagrid. These descriptions provide the sufficient amount of information which is reflected in pupils' answers. The summary of personal traits closes this chapter.

##### **Minerva McGonagall**

Professor McGonagall is the head of Gryffindor House and is described as “a rather severe-looking woman who was wearing square glasses” (Rowling, 1997, p. 16). Her subject is Transfiguration. She is often characterized with adverbs like ‘coldly’, ‘stiffly’ or ‘sharply’. These words tell us that professor McGonagall is quite strict. However, this strictness helps her to manage the order in the class as we can see from the warning she said to her pupils in the first lesson: “Anyone messing around in my class will leave and not come back. You have been warned” (Rowling, 1997, p. 147). After saying this she impressed the class by some examples of magic. Harry's reaction to his new teacher was that “she is not a teacher to cross” (Rowling, 1997, p. 146).

To demonstrate that Harry was right about his professor there is another example of her approach to pupils. This reaction was caused by finding her students awake and walking around school at one o'clock in the morning: “Explain yourselves [...] 'I'm disgusted,' said Professor McGonagall. Four students out of bed in one night! [...] You, Miss Granger, I thought you had more sense” (Rowling, 1997, p. 194). As a punishment she removed fifty points from each awoken student and when they wanted to defend



themselves she said: “Don't tell me what I can and can't do”, and added that she had never been more ashamed of Gryffindor students (Rowling, 1997, pp. 262 - 264).

On the other hand she can express her feeling, though in her special way, such as when she sees Harry to catch Remembrall (the thing to help Neville Longbottom not to forget his homework). She was amazed and said: “Never – in my all time at Hogwart - ... professor was almost speechless with shock, and her glasses flashed furiously – how dare you – might have broken your neck ...” (Rowling, 1997, p. 164). In that moment Harry thought he is in trouble however professor McGonagall saw him as a perfect adept for the Seeker (the player of Quidditch) and claimed that the boy [Harry] is “a natural” (Rowling, 1997, p. 165). In case that Harry would not understand what she had in mind she added: “I want to hear you're training hard, Potter, or I may change my mind about punishing you. Then she suddenly smiled” (Rowling, 1997, p. 165).

Another significant personal trait of professor McGonagall is her sense of fair play. She is ready to defend her students when necessary, as in the situation when the petrified cat of the school caretaker Mr. Filch was found and Harry Potter was blamed of it; she said: “I see no reason to stop the boy playing Quidditch. This cat wasn't hit over the head with a broomstick. There is no evidence at all [...]” (Rowling, 1998, p. 158).

At the end of the second book she revealed that even though she is strict, she is the teacher with a heart and she is able to show her feelings, for example when Harry and Ron were running toward the bathroom of Moaning Myrtle to find the chamber of secrets and professor McGonagall caught them. They were surprised and lied that they were going to visit Hermione in the hospital. Professor McGonagall was moved and said in a croaky voice: “Of course, she said, and Harry amazed, saw a tear glistening in her beady eye. Of course, I realise this has all been hardest on the friends of those who have been ... I quite understand” (Rowling, 1998, p. 311).

### **Severus Snape**

Severus Snape is the head of Slytherin House and he, for his dissatisfaction, teaches the Potions classes. In the book there is said that it was common knowledge that Snape wanted the Defence Against the Dark Arts job (Rowling, 1999, p. 104). It is the teacher wearing only black clothes, he has a piercing look “his eyes were black like Hagrid's, but they had none of Hagrid's warmth” (Rowling, 1997, 150). The hunger for this job causes

his permanent bad mood and it is projected on pupils, mostly on Harry Potter. The Snape's comment on their first encounter with Harry was: "Ah yes, [...] Harry Potter. Our new – *celebrity*" (Rowling, 1997, p. 149). All students, except those from Slytherin were afraid of professor Snape however due to Harry Potter's unwanted popularity the students from Gryffindor were most terrorized by professor Snape. For example when Neville Longbottom was to prepare a potion, professor Snape bitterly remarked:

Orange, Longbottom, said Snape, ladling some up and allowing to splash back into the cauldron, so that everyone could see. Orange. Tell me, boy, does anything penetrate that thick skull of yours? Didn't you hear me say, quite clearly, that only one cat spleen was needed? Didn't I state plainly that a dash of leech juice would suffice? What do I have to do to make you understand, Longbottom? (Rowling, 1999, p. 138)

Poor Neville was not able to say anything on his defence. Snape is a very authoritative teacher. And he is not the fair one because he "favoured his own students before all others (Rowling, 1999, p. 135).

Professor Snape is hardly in a good mood, only the bullying of Harry Potter and his friends make him feel good. Harry once mentioned that he [Snape] is his least favourite teacher, who would be delighted to have an excuse to give him detention for a month (Rowling, 1999, p. 9). Unfortunately for the pupils, professor Snape was allowed to teach the Defence Against the Dark Arts class, for professor Lupin was ill, and he showed the power and his anger in this lesson. He forced students to practise and learn about werewolves which was destroying professor Lupin's secret (he was a werewolf) and Gryffindor's pupils were refusing to do that, particularly Hermione Granger. Professor Snape had calmly answered on her protests: "Miss Granger, [...] I was under the impression that I was taking this lesson, not you" (Rowling, 1999, p. 186).

### **Rubeus Hagrid**

The third member of Hogwarts' teachers to deal with, is Rubeus Hagrid, firstly mentioned as "the Keeper of Keys and Grounds at Hogwarts" (Rowling, 1997, p. 57). He became the real teacher later in the story for Dumbledore stood up for him and his job as a gamekeeper, which gave him the qualification for Care of Magical Creatures lessons. Harry, Ron and Hermiona was Hagrid's both friends and pupils. Hagrid is often described

as good and nice even though he is a giant and sometimes it causes troubles because, as Harry mentioned here: “Hagrid had been known to befriend giant spiders, buy vicious, three-headed dogs from men in pubs, and sneak illegal dragon eggs into his cabin” (Rowling, 1999, p. 19). In Harry’s eyes he is also a hero because he was able to endure the unpleasant stay at Azkaban prison.

As it was mentioned, Hagrid became a teacher, and his subject was Care of Magical Creatures. And it was his dream to be a Hogwarts teacher: “Can’ believe it ... great man, Dumbledore [...] It’s what I always wanted ...” (Rowling, 1999, p. 106). He was very excited about his first lesson which is visible from his reaction here: “Yer in my fis’ ever lesson! Right after lunch! Bin up since five getting’ everthin’ ready ... hope it’s okay ... me, a teacher ... hones’ly ...” (Rowling, 1999, p. 109).

Nonetheless his teaching methods were not always the best one, for example the first encounter with Buckbeak, the Hippogriff. The malicious Draco Malfoy pretended the injury to get rid of Hagrid, and because he is the son of Lucius Malfoy, Hagrid was in real trouble: “School gov’nors have bin told, o’ course [...] They reckon I started too big. Shoulda left Hippogriffs fer later ... one flobberworms or summat” (Rowling, 1999, p. 133). After this event pupils noticed that Hagrid lost his confidence and the lessons became boring.

Hagrid is trying to see the best in everybody, even in Severus Snape. Such as when Harry complained about how Snape hates him but Hagrid said: “Rubbish! Why would he” (Rowling, 1997, p. 154). Maybe he can be considered dull and clumsy however Dumbledore said that he would have trusted Hagrid with his life (Rowling, 1997, p. 21). For those who likes him and do not hurt him, such as Harry, he has always the open arms.

### **Summary**

Professor McGonagall’s approach to her students is strict, however she can solve problems with a calm head and her decisions are fair. She is the head of Gryffindor House but it can be noticed that she is dealing with all students quite equally, and her students are in small favour if there is any breaking of rules. She can be the potential thread for everyone who misbehaves in her classes, for she is a skilful enchantress, and pupils sense that. When pupils disappoint her, she is able to describe her feelings in the way that most of the students feel ashamed, as in Hermione’s case above.

Among her teaching methods belongs the ability to show what she can do and give students the opportunity to try it themselves. She might have scared some students by showing hardly any emotions in her face. This hiding of emotions may cause misinterpretation of her mood such as when she found out that Harry is the perfect player for Quidditch. It can be said that she is an authoritative teacher; nonetheless she can understand reasonable explanations, such as when Harry and Ron went to visit injured Hermione.

For professor McGonagall is strict, and has demonstrated that she is the teacher with principles, most of the students are on alert. Even though she might have given them hard times, Harry is glad to have her as his teacher and head of the Gryffindor House.

Professor Snape is on the other hand the enemy for most of the students, particularly for every body else except for those from the Slytherin House. His personality is very negative, he is dark and cold. Students are afraid of him. He feels undervalued because he teaches the Potions and not the Defence Against the Dark Arts. This unfulfilled need projects in his attitudes and reactions in the classes; the most noticeable when dealing with Harry Potter. He is not objective and he is a very authoritative teacher. Professor Snape even enjoyed bullying students showing them that they are nothing. He thinks only about his subject, that he hates but is an expert of it, and this reflects pupils' attitudes towards him.

His most frequent teaching method is to ridicule students with his knowledge. He can humiliate every pupil he likes, and he does this a lot. In his classes there is an absolute order, no one ever dares to misbehave, detention would not be avoided.

Hagrid is the Hogwart's game keeper and he is a giant, who became a teacher. From the first sight we can see that he has a pure heart. In comparison with his height and size, which might be threatening, his heart is full of goodness. In some situations he may not be the brightest and does not think his actions through, for he is a giant and from his point of view things may look different.

His teaching method is the real encounter with magical creatures. He has the experience with all possible enchanted animals, for he was a game keeper, which gives him good basis for teaching about them. Nonetheless he forgets that he is, unlike his pupils, gigantic and this causes troubles in his lessons. Some pupils like him because of his

personality, some pupils dislikes him for his sometimes weird ideas. He is the most liberal teacher from those three and he loves his subject.

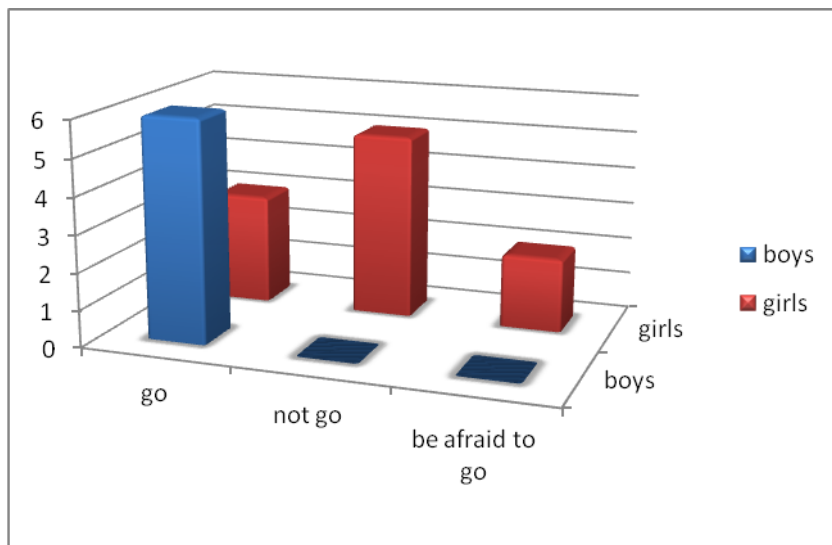
In summary we can say that all three teachers have perfect knowledge and qualification to teach their subjects. The difference is in their personalities. Professor McGonagall insists on good behaviour and follows the rules, she can appreciate a good work the same as she is able to give detentions. Professor Snape is somehow unbalanced because he wants to teach another subject, for which he has the qualification, however he is not allowed to do so and is therefore very bitter. Because of that he focuses on all the misbehaviour and punishes it. Hagrid stands out from those two teachers not only because he is huge but mostly because most pupils take him as a friend and he is close to them.

## Results from questionnaires

### Ninth graders

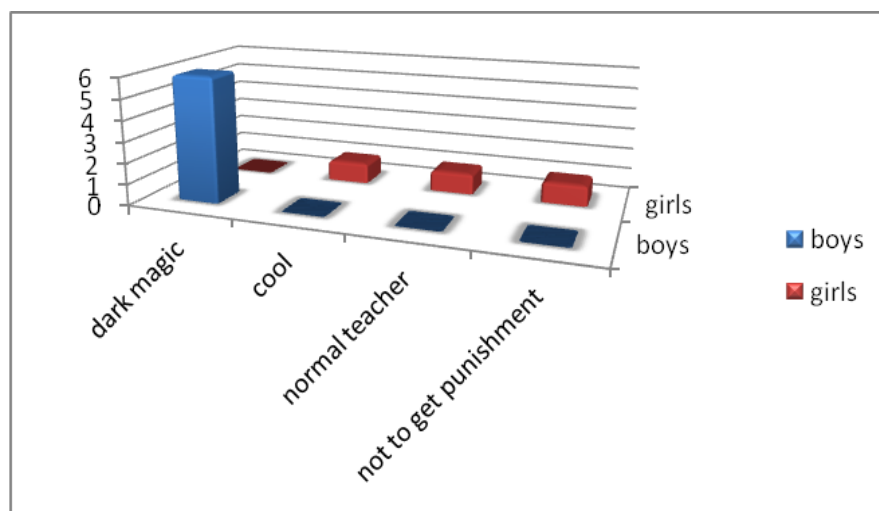
There were 18 pupils in the class, 8 boys, 10 girls. The age of respondents was between fourteen and fifteen years. There were 16 relevant answers (two pupils neither saw the movie nor read the book).

Question Nr. 1 **To professor Snape's lessons I would: a) go, b) not go, c) be afraid to go**



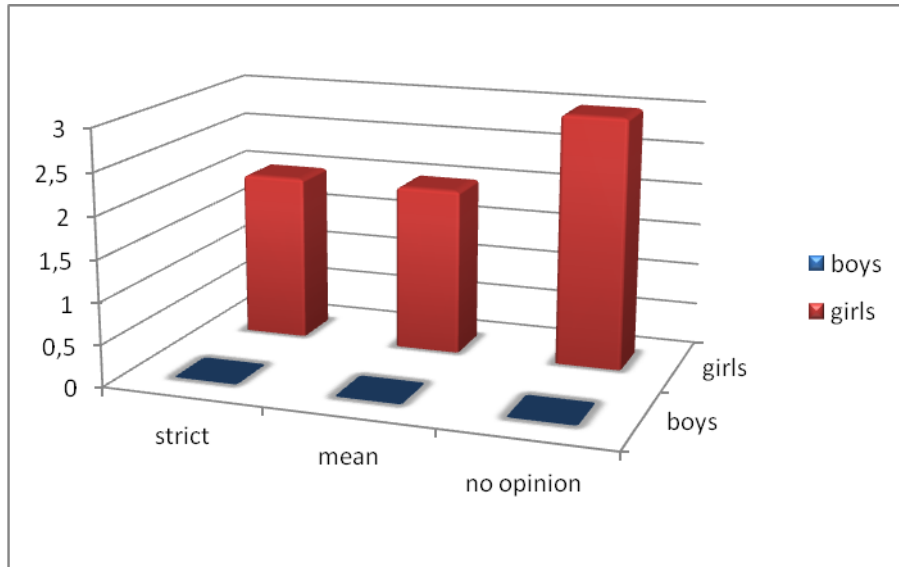
All 6 boys answered that they would go to the lessons. From 10 girls 3 would go, 5 would not go and 2 would be afraid to go. For the reason why, see the question two.

Question Nr. 2 **Explain your answer to question 1. – the positive answers**



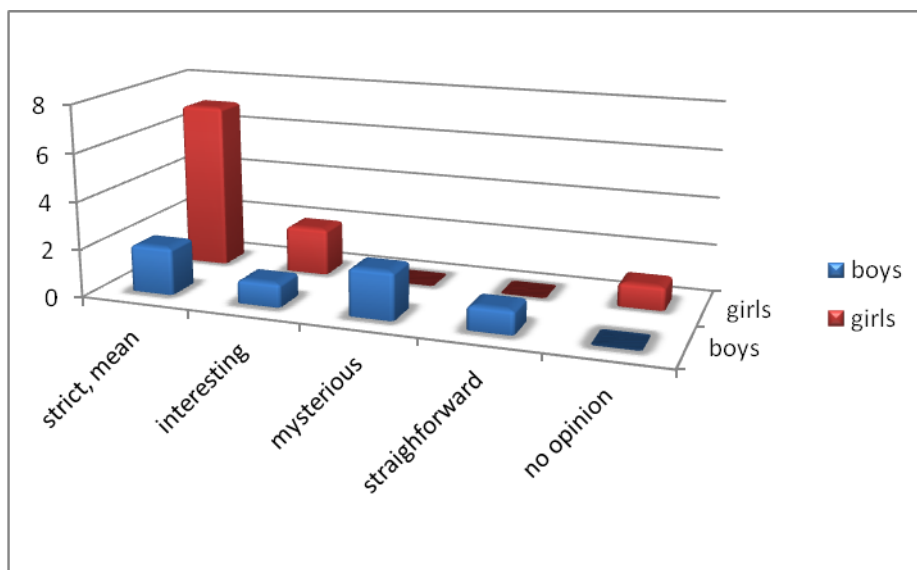
Boys agreed that the subject is great and that is the reason why they would attend professor Snape's classes. Girls, who would attend his classes, find professor Snape cool, normal and one would go there to avoid a punishment.

**Question Nr. 2 – the negative answers**



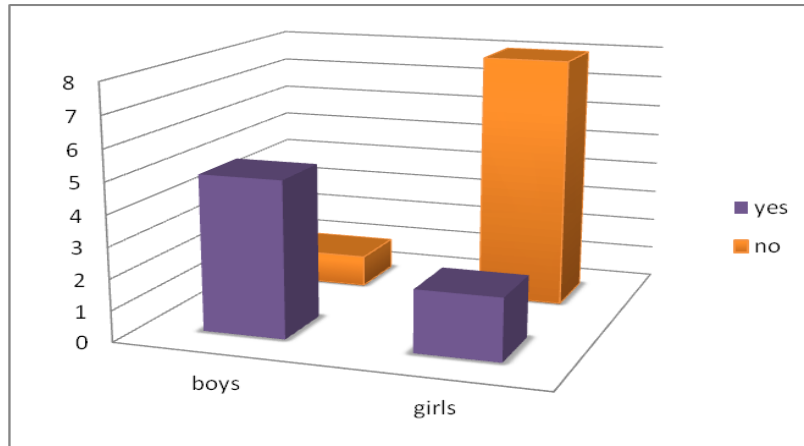
No boy has answered negatively. Girls agreed that professor Snape is strict and mean; the rest of them was not able to say the answer.

**Question Nr. 3 What impression is professor Snape according to you giving?**



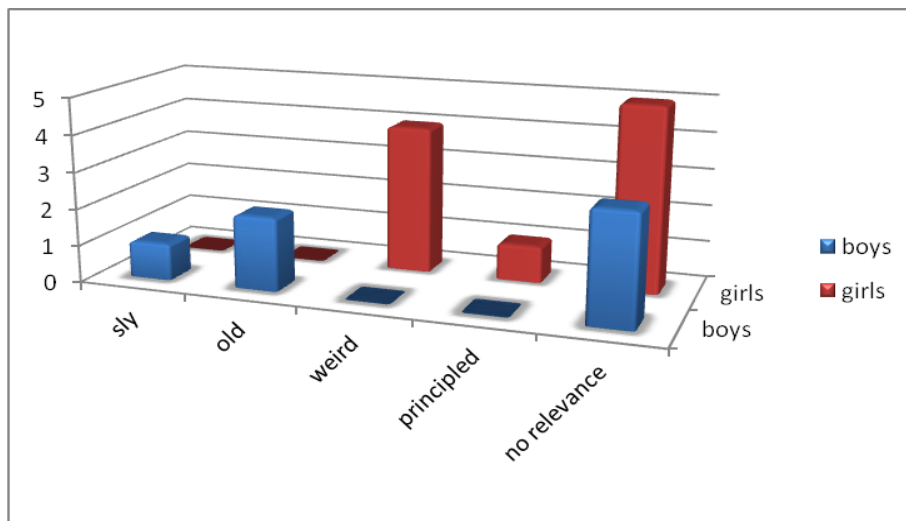
Most boys give professor Snape positive characteristics, such as interesting, mysterious or straightforward. Girls also said that he is interesting but the majority of answers said that Snape is strict and mean.

**Question Nr. 4 Would you like to have professor Snape as your teacher?**



Boys would agree with having professor Snape as a teacher, one of them was happy with his current teacher. Girls regarded to professor Snape as mean and strict, therefore there are seven negative answers. Two of them would like to learn the dark magic (are interested in the subject matter).

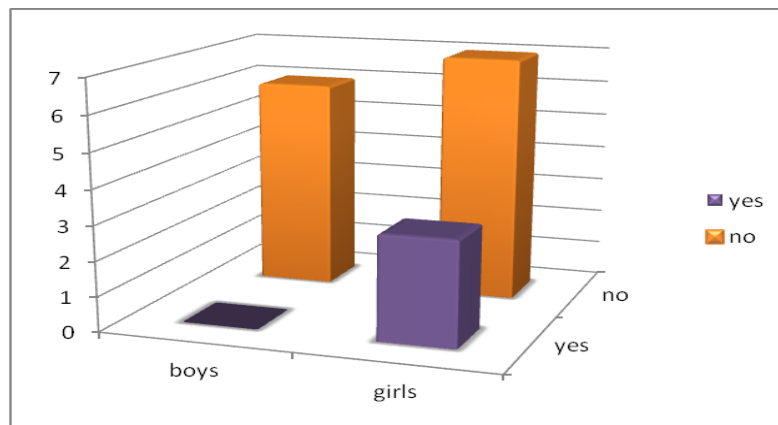
**Question Nr. 5 Professor McGonagall is \_\_\_\_\_ (fill in the character)**



This question caused troubles, most of the pupils could not define the character and answers were irrelevant. From relevant answers is clear that for boys is professor McGonagall sly and old and for girls is weird.

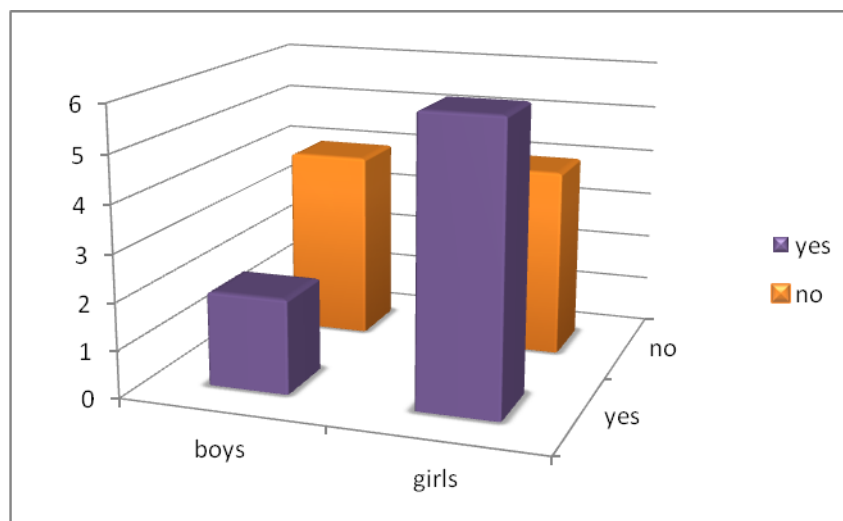


Question Nr. 6 **I would attend professor McGonagall's lesson, yes or no? Explain.**



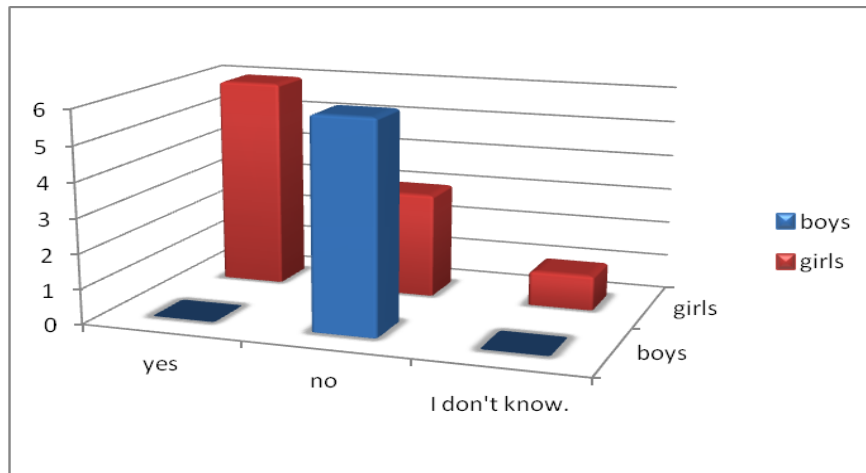
All boys would not go there, because she is too strict or they would be bored. For girls the most frequent answer is also the boredom. Those who would attend her classes said that professor McGonagall is nice and kind.

Question Nr. 7 **I would disturb McGonagall's lessons, yes or no? Explain.**



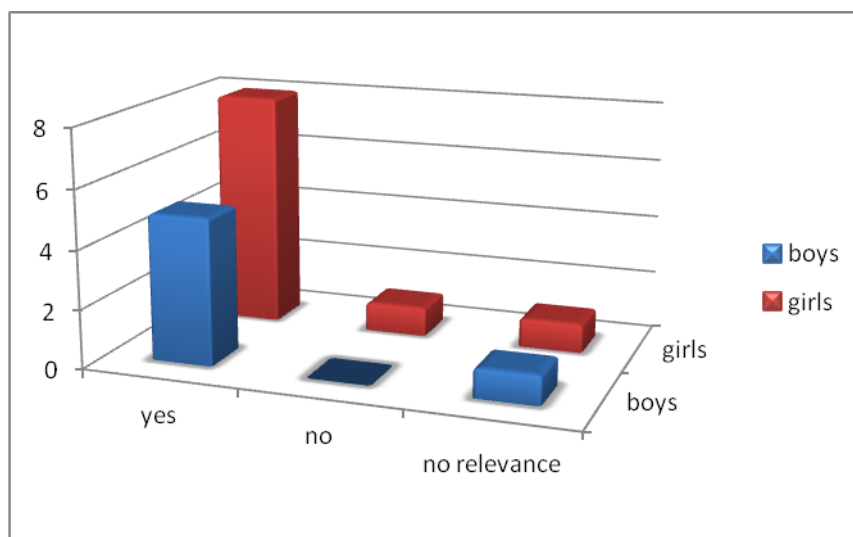
Boys would disturb because of the boredom, but most of them would pay attention (in fear to not get a punishment). Most of the girls would disturb the lesson because of the same reason like boys have – boredom. Those who would pay attention would be afraid of the punishment too.

Question Nr. 8 **Would you like to have professor McGonagall as your teacher, yes or no? Explain.**



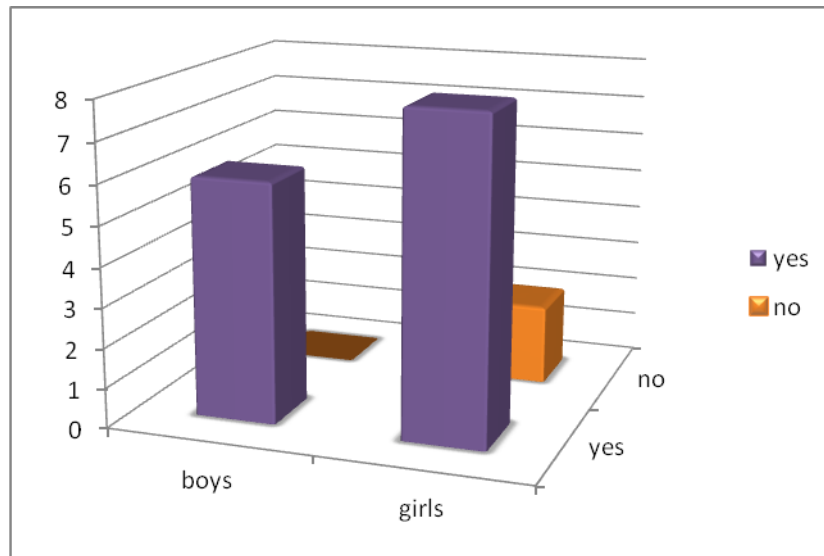
Boys agreed that professor McGonagall is too strict; one explained that it is not a real person. Girls would like to have her for their teacher for professor McGonagall is nice, kind, teaches magic and is better than Snape.

Question Nr. 9 **I would pay attention on Hagrid's lessons, yes or no? Explain.**



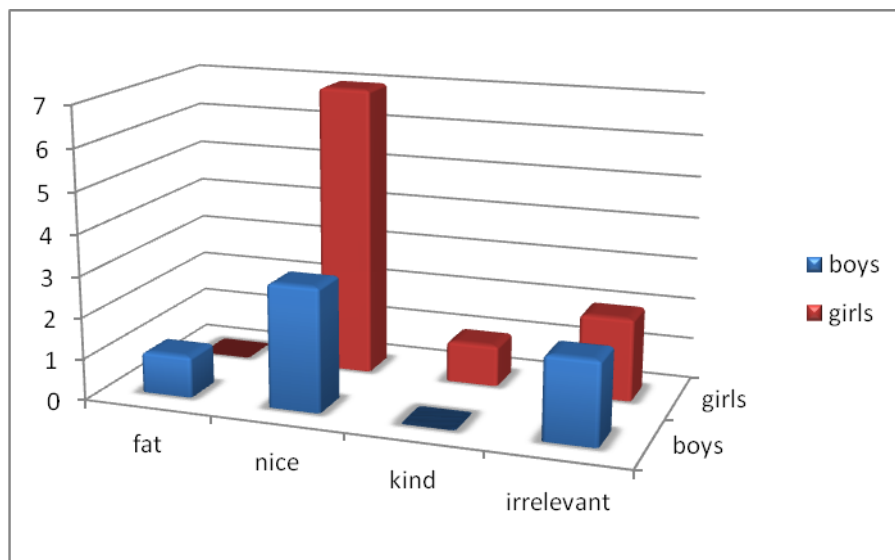
Boys would pay attention because, as they said, he is cool. Most of the girls would also pay attention because he is nice, friendly, can catch attention and one answer was that she would be afraid of being trampled down.

Question Nr. 10 **I would like to go to Hagrid's classes, yes or no? Explain.**



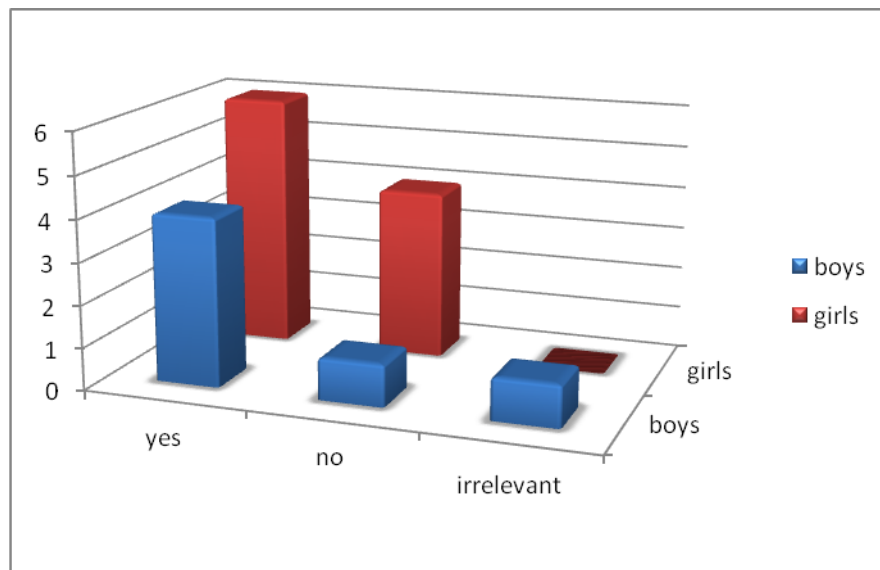
All boys agreed that they would attend the classes because of Hagrid's personality, he is cool, learn the magic, it is fun. Most of the girls gave the same reason as boys – Hagrid is friendly, fun and nice. Those who would not go to the classes said that they would even go to another classes.

Question Nr. 11 **What personal traits does Hagrid have?**



For this question four answers were irrelevant. Boys said that he is nice, take care of animals, and is friendly. Girls agreed that he is nice, kind and one of them said that she would be bothered by his appearance.

Question Nr. 12 **I would like to have Hagrid as my teacher, yes or no? Explain.**

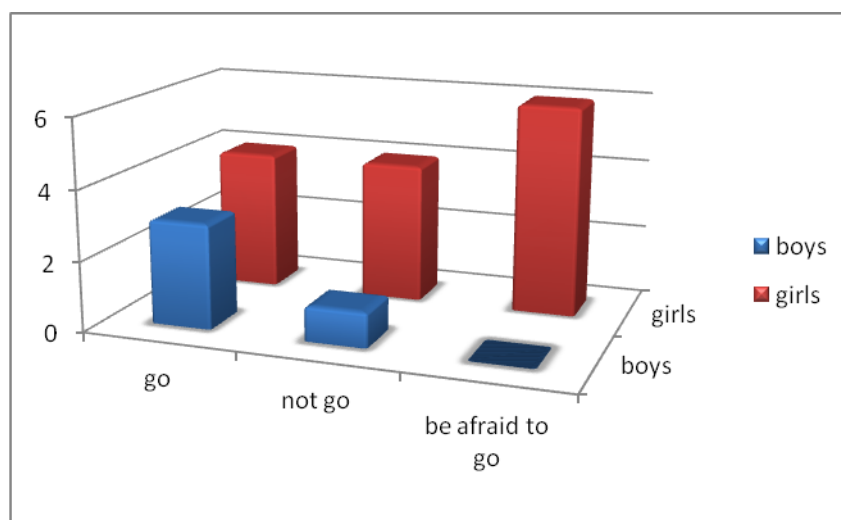


Boys would like to have him because they see no threat in Hagrid (he is nice and can help). Girls would like to have him because he has style and is nice. Those with negative answers said that they are satisfied with current teachers or that Hagrid is too old.

### Seventh graders

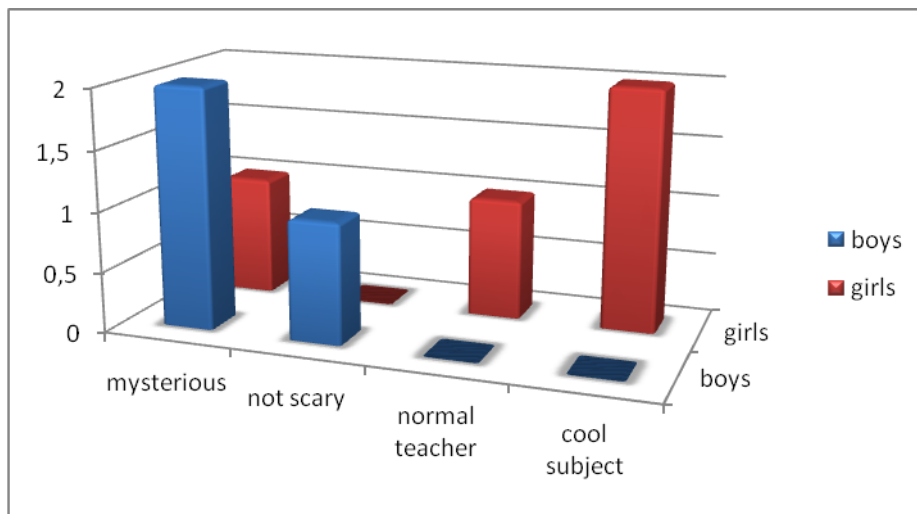
There were 18 pupils, 4 boys and 14 girls. The answers were divided according to the gender. The age of these respondents was between twelve and thirteen years.

Question Nr. 1 **To professor Snape's lessons I would: a) go b) not go c) be afraid to go**

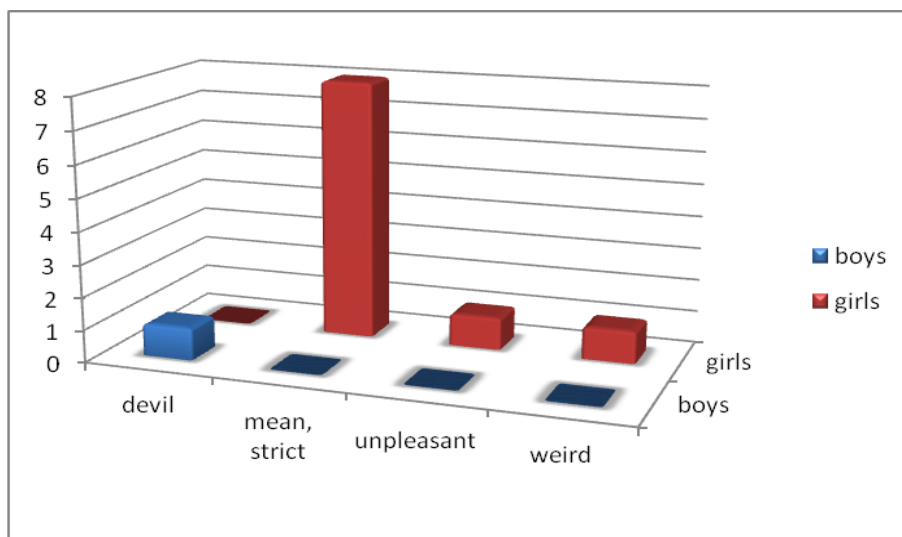


Three boys would not mind if they have to go to the lessons saying that Snape is cool and mysterious, and that attracts them. One boy would not go because Snape looks as a devil. Girls have quite equal number of answers for those three possibilities. Those who would go said that they are interested in the subject (they wanted to learn about potions). Those girls who would not go said that Snape is mean, unpleasant or strict. Those girls who would be afraid to go said that Snape has unpleasant voice, screams a lot, is mean and makes himself look as a tough guy. For detailed answers see question two.

**Question Nr. 2 Explain your answer to question 1. – the positive answers**

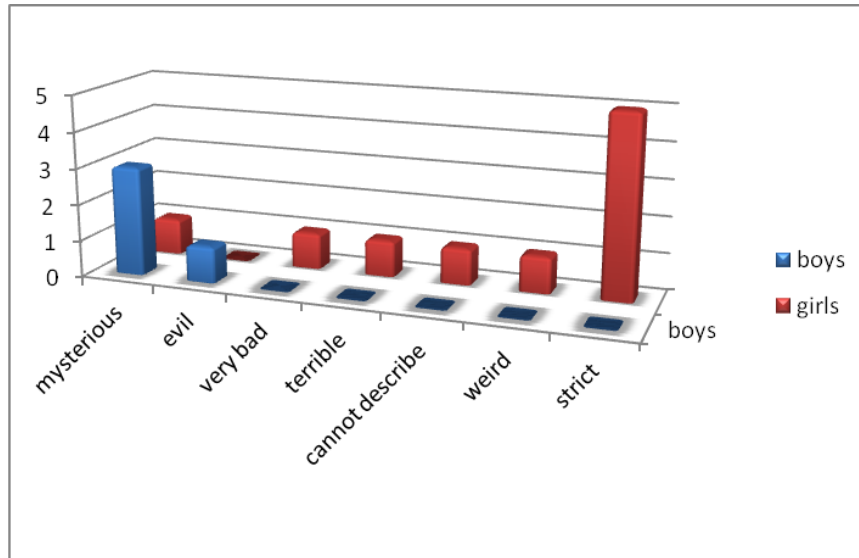


**Question Nr. 2 – the negative answers**



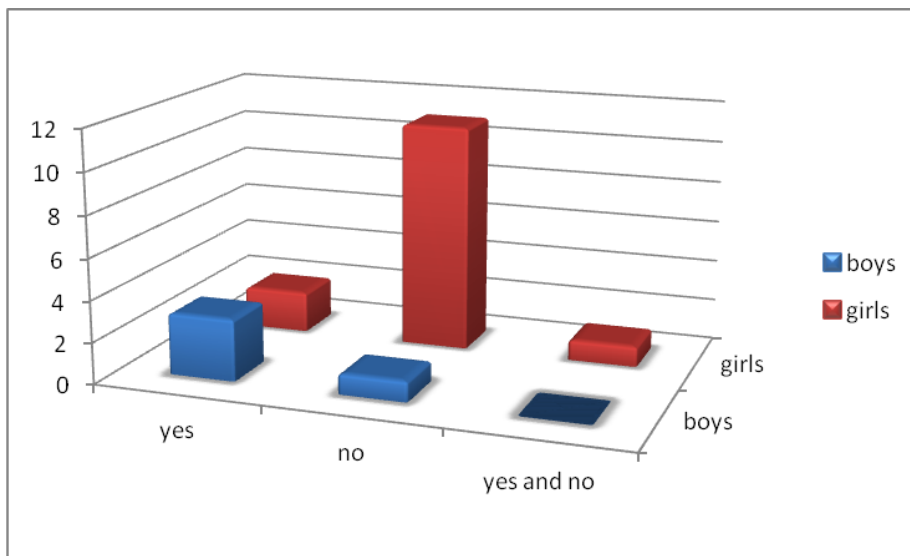
On this graph it is visible, that Snape is according to girls, very unpleasant teacher. Eight of them answered that he is mean, strict and weird. Only one boy thought that Snape is a devil.

**Question Nr. 3 What impression is professor Snape according to you giving?**



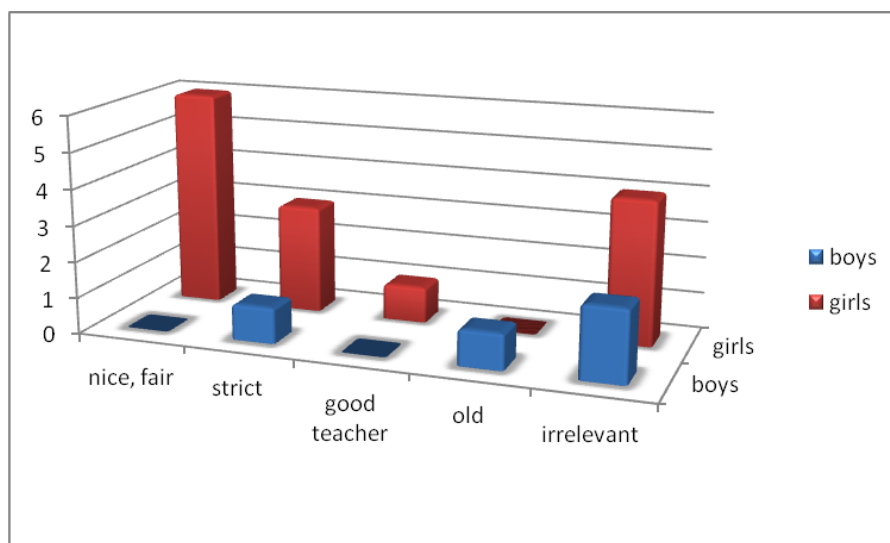
Three boys agreed that Snape is mysterious; one said that he is evil. Girls had different opinions, most of them negative saying that Snape is very bad, weird and strict and they would have difficulties to deal with his personality.

**Question Nr. 4 Would you like to have professor Snape as your teacher?**



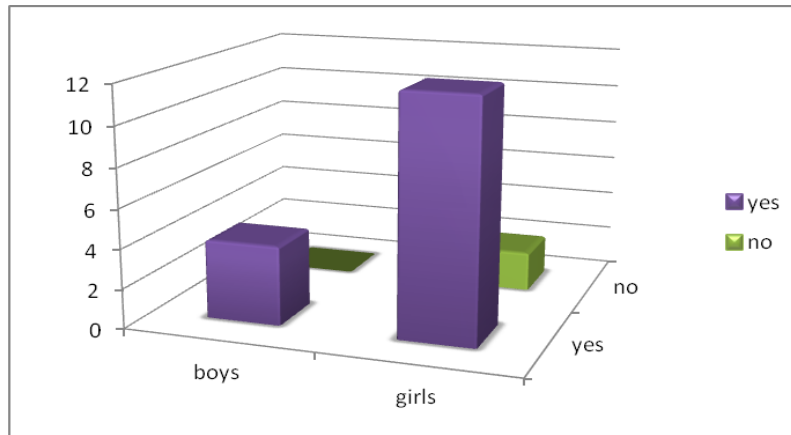
Three boys would mostly agree with having Snape for their teacher. Their answers were that he is cool, maybe stricter but it can be dealt with it and one said that he would not mind him. The one boy with the negative answer said that he hate learning itself. Twelve of the 14 girls would not stand Snape saying that he is too nosy, has gravy hair or they would be afraid of him. One of the two girls with positive answers said that his subject is cool and the second said that she likes teachers who command respect. One with the yes and no answers said that she would be afraid of him but he could teach her something new.

Question Nr. 5 **Professor McGonagall is \_\_\_\_\_ (fill in the character)**



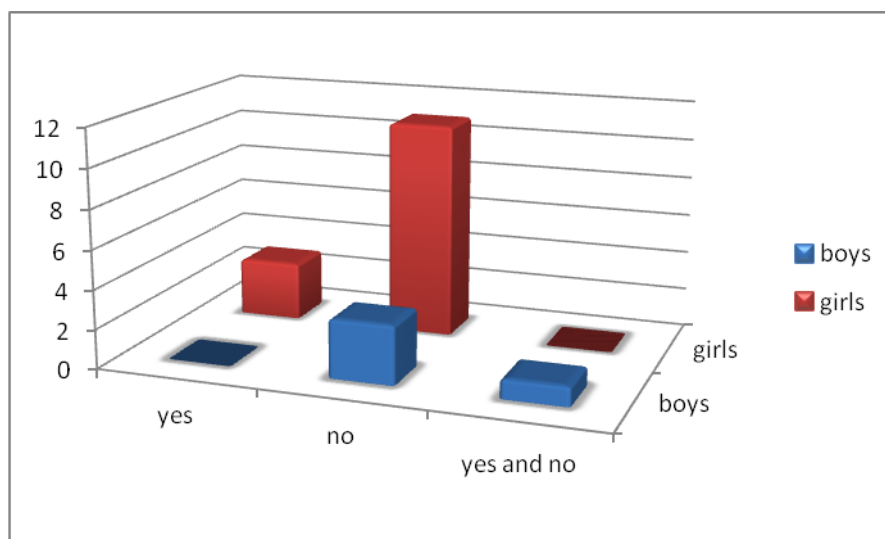
This question caused troubles; it seems that pupils cannot explain the personality of professor McGonagall. Those boys who were able to answer said that she is old and strict. Girls mostly agreed that she is nice and fair even if she is strict.

Question Nr. 6 **I would attend professor McGonagall's lesson, yes or no? Explain.**



Boys would like to go to professor McGonagall's classes saying that they would learn something new and that she is on the right side. Twelve girls said that they would learn interesting things; she is a very good teacher, has nice personality and is nice and not cruel as Snape. One of the girls with negative answer said that she would have to pay attention; the other said that professor McGonagall is not her class teacher.

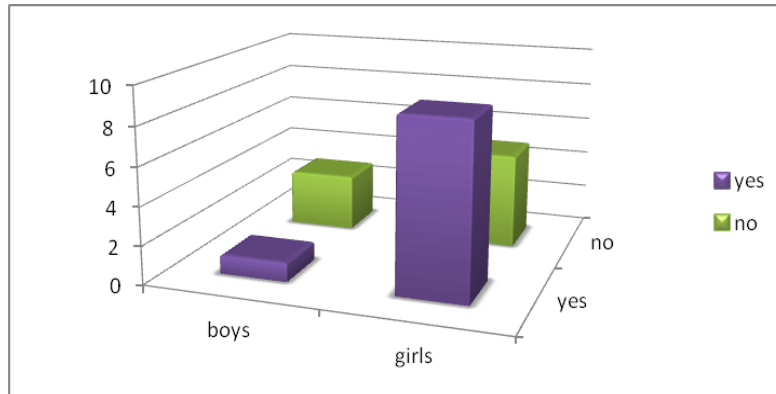
**Question Nr. 7 I would disturb McGonagall's lessons, yes or no? Explain.**



Three boys would listen to her and like her subject. One boy said yes and no because he would like to show his knowledge. Eleven girls agreed that they would pay attention because of the subject, which they found both hard and interesting. Also they would be afraid of a punishment and added that professor McGonagall command natural respect. Those two girls who would disturb said that because of the subject and that they cannot sit still for a longer time.

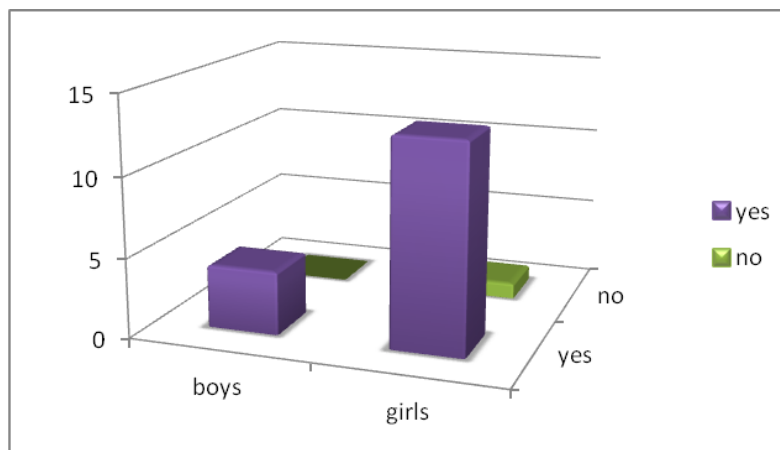


Question Nr. 8 **Would you like to have professor McGonagall as your teacher, yes or no? Explain.**



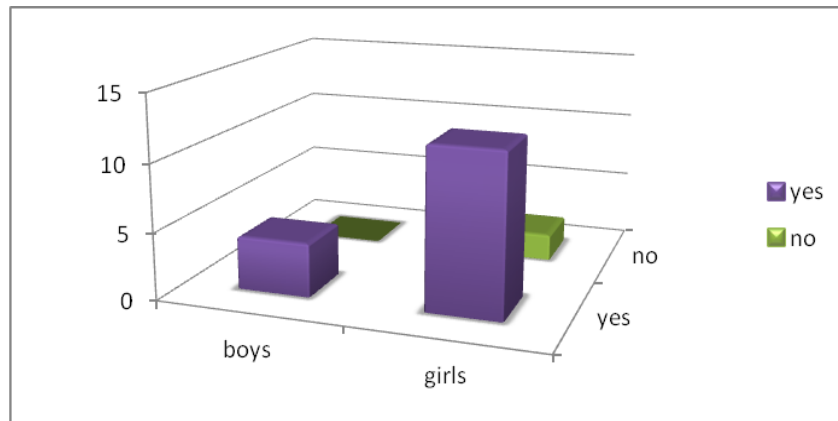
3 out of 4 boys would not like to have her as their teacher for she is old and strict. One boy would like to have professor McGonagall as his teacher saying that she is nice and clever. Eight girls would like to have this teacher because she can teach, is clever, reasonable and her lessons would be fun. One girl even said that she should be the role teacher of every teacher trainee. The six girls, who said no, claimed that she is strict and mean. One said that professor McGonagall can teach but she would be afraid of the punishment as the rest of the girls with negative answers.

Question Nr. 9 **I would pay attention on Hagrid's lessons, yes or no? Explain.**



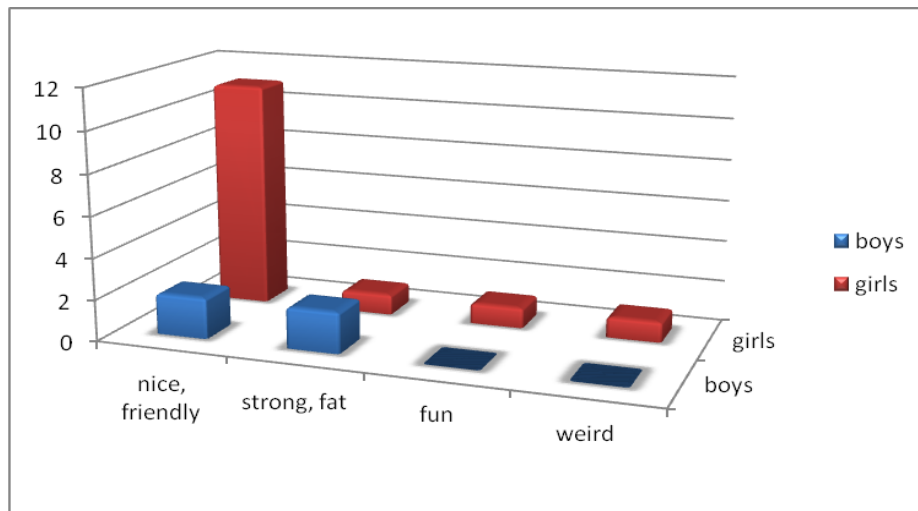
All four boys would pay attention because Hagrid commands respect and they would be interested in his subject. Thirteen girls would like to go to Hagrid's lessons. They said that he is kind, can learn, cool, interesting, the subject is nice, they like animals, Hagrid knows what he is teaching and the lessons are outside. One girl could not explain why and said no.

Question Nr. 10 **I would like to go to Hagrid's classes, yes or no? Explain.**



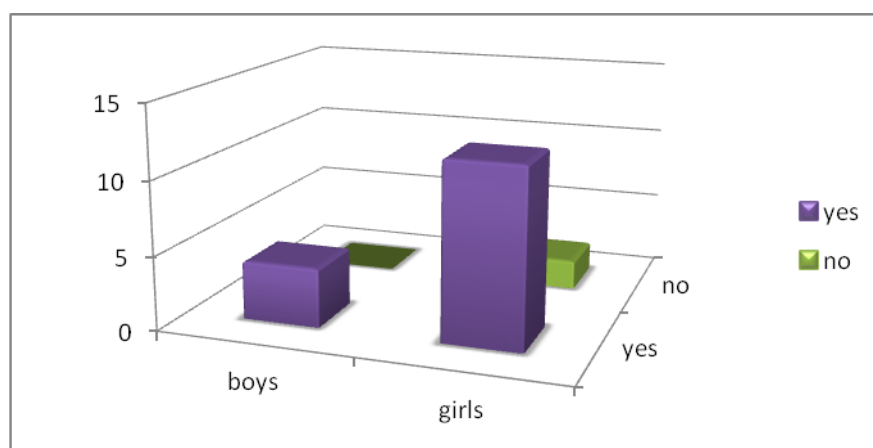
All four boys agreed on going to Hagrid's lessons because he is friendly and they would be pleased to go there. All 14 girls would love to go too. Hagrid is according to them the right person to learn about animals, they find the information about animals useful, Hagrid can catch their interest and the lessons would be full of fun.

Question Nr. 11 **What personal traits does Hagrid have?**



Boys see Hagrid as strong and friendly. Girls see Hagrid as a very kind and friendly teacher, who can listen and help them during the lessons. One girl said that he has beautiful heart; the other girl claimed that Hagrid is as a big hearty uncle and she would be careful to cross his path when he is angry. One girl found him weird, and the other did not like his appearance.

Question Nr. 12 **I would like to have Hagrid as my teacher, yes or no? Explain.**

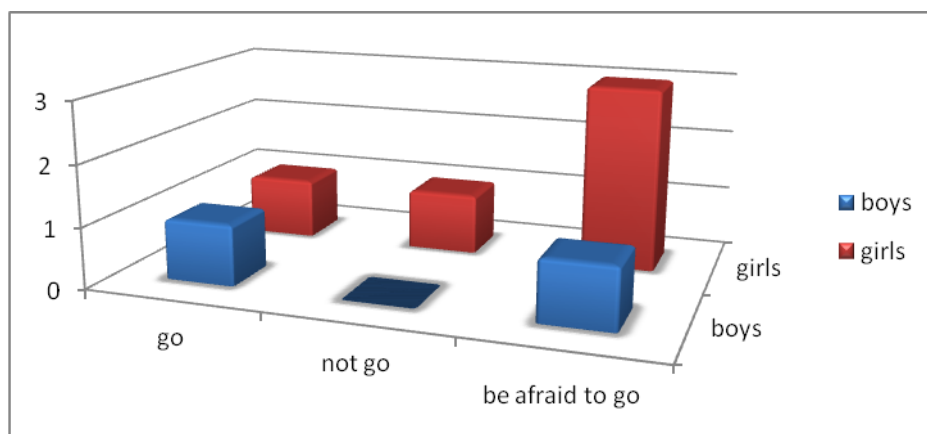


All boys said yes because Hagrid is a good and cool teacher and they like him. Twelve girls would like to have him as their teacher too because Hagrid is better than their current teachers, he is kind; it would be the best lessons, it the best teacher, he talks with others as with equals and is fair. One girl would like to go to his lesson too but she would miss the respect saying that the lessons would be chaotic. Two girls with negative answers said that he is quite a dope.

### Sixth graders

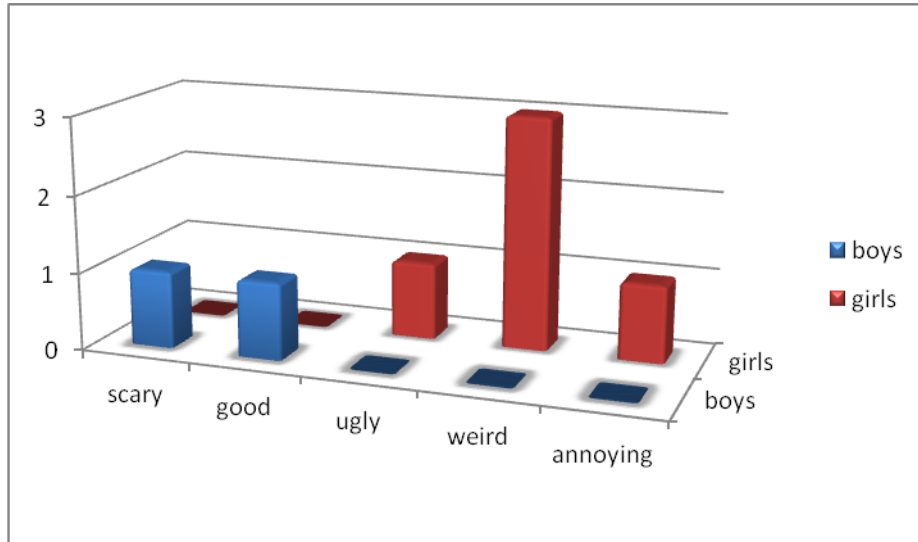
The last class, which was given a questionnaire, is from the elementary school in Stříbro. It was the small class of sixth graders, only 7 children, 2 boys and 5 girls (because of the divided classes for languages). Age of the respondents was from eleven to twelve years. The answers are again divided according to the gender.

Question Nr. 1 **To professor Snape's lessons I would: a) go b) not go c) be afraid to go**



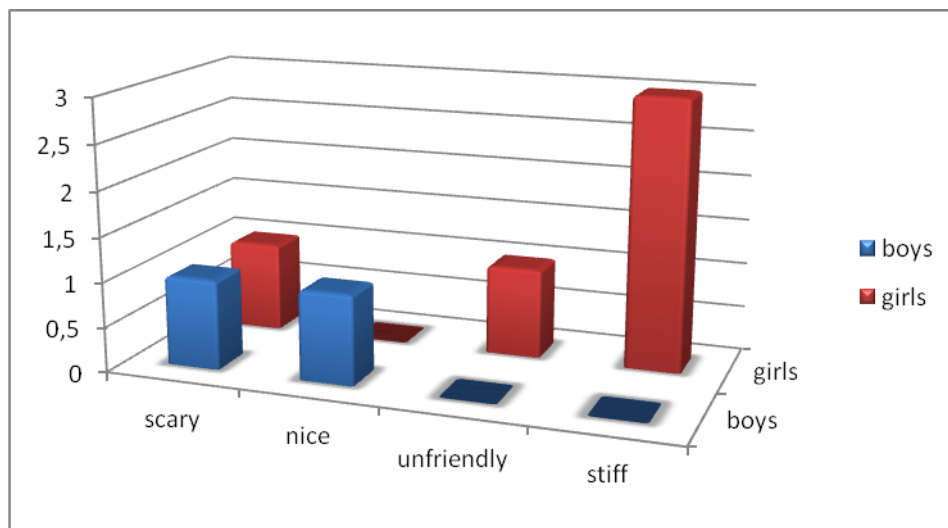
One boy would be glad to go to professor Snape's lessons, one would be afraid to go. Three girls would be afraid to go, one would not go and one would attend the lessons.

Question Nr. 2 **Explain your answer to question 1.**



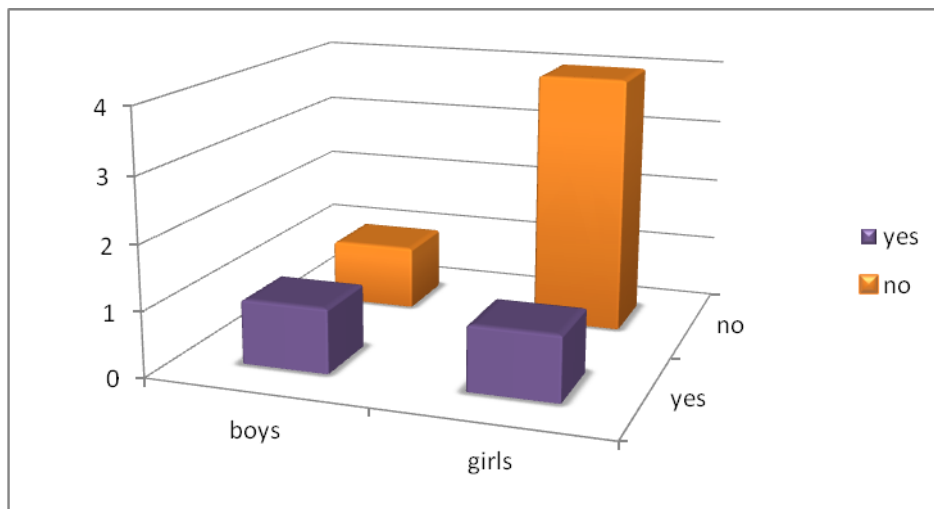
The most often girl's answer for not going to the lessons was that Snape is weird or ugly. The rest said that he is annoying and ugly. One boy said that Snape is good; the other boy said that Snape is scary and he would be afraid of his approach to teaching.

Question Nr. 3 **What impression is professor Snape according to you giving?**



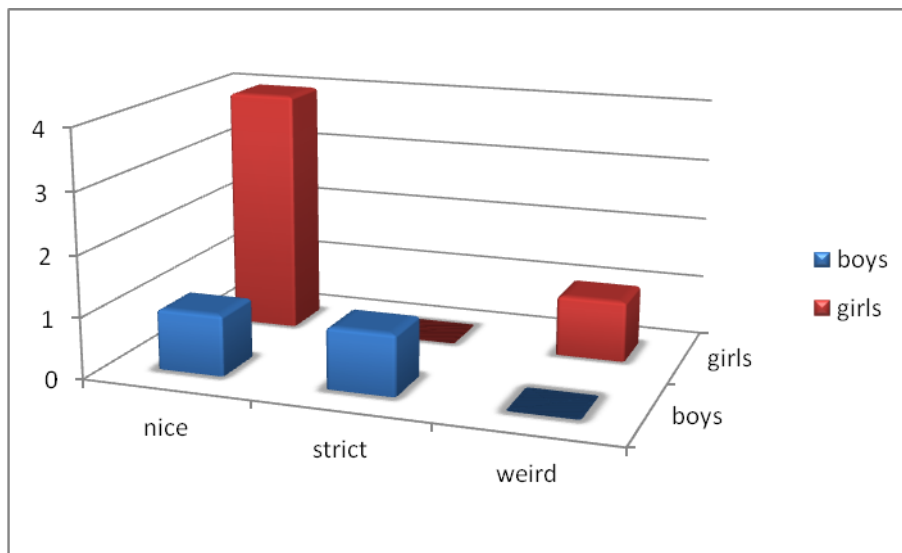
Three girls agreed that Snape is stiff; the rest said that he is unfriendly and scary. For boys it was again one said scary, the other said that Snape is nice.

**Question Nr. 4 Would you like to have professor Snape as your teacher?**



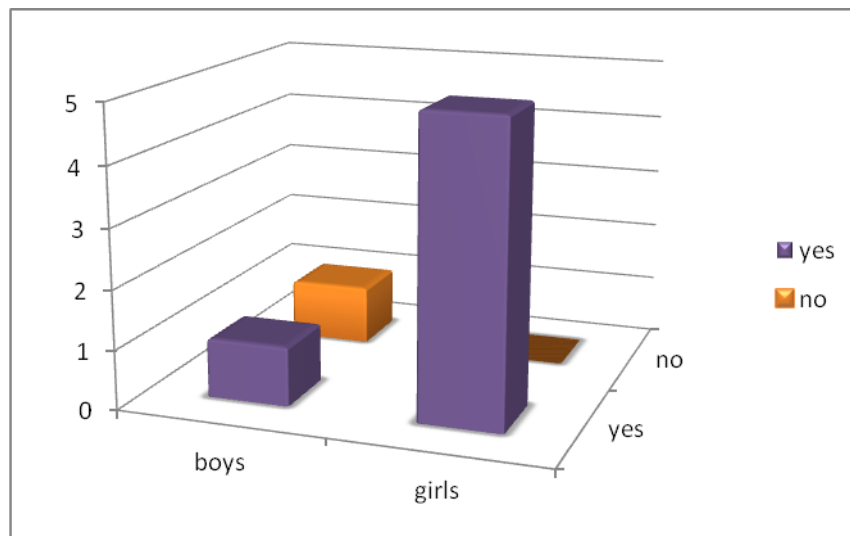
Most of the girls would not like to have professor Snape as a teacher saying that he is stricter and more evil than the rest of teachers. Also the most often answer was that they would be afraid of him. The two, who would like to have professor Snape as their teacher said, that it would be fun and that they would enjoy it.

**Question Nr. 5 Professor McGonagall is \_\_\_\_\_ (fill in the character)**



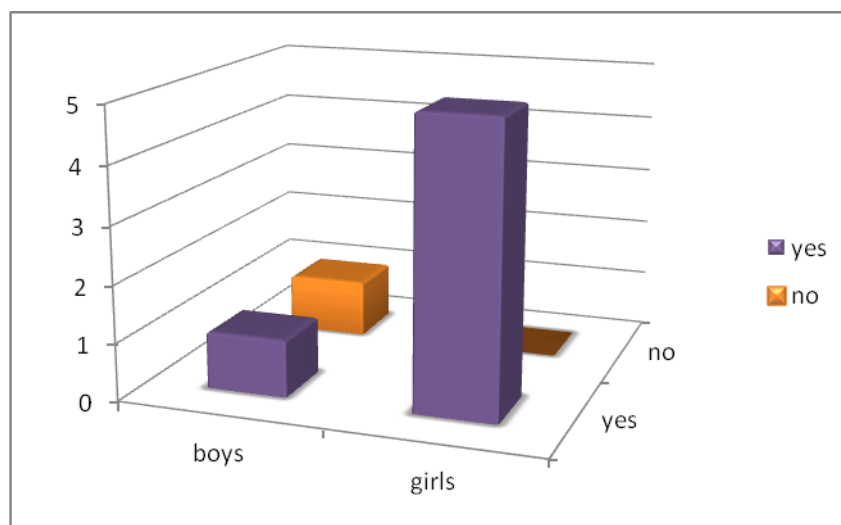
Four girls agreed that professor McGonagall is nice; one girl said that she is weird. Boys see her both as nice and strict.

Question Nr. 6 **I would attend professor McGonagall's lesson, yes or no? Explain.**



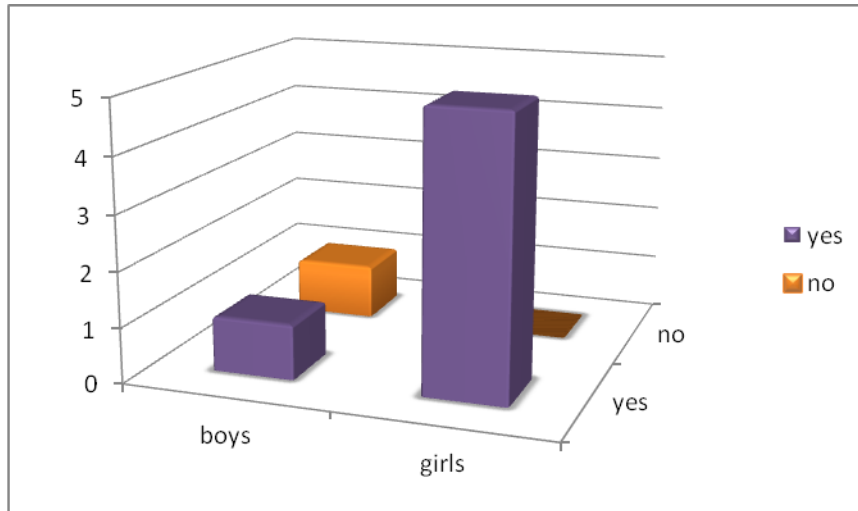
All girls agreed they would attend professor McGonagall's classes and said that her subject would be fun and that she gives good impression. One boy would not like to go there because she is too strict, the other boy said that she is very nice.

Question Nr. 7 **I would disturb McGonagall's lessons, yes or no? Explain.**



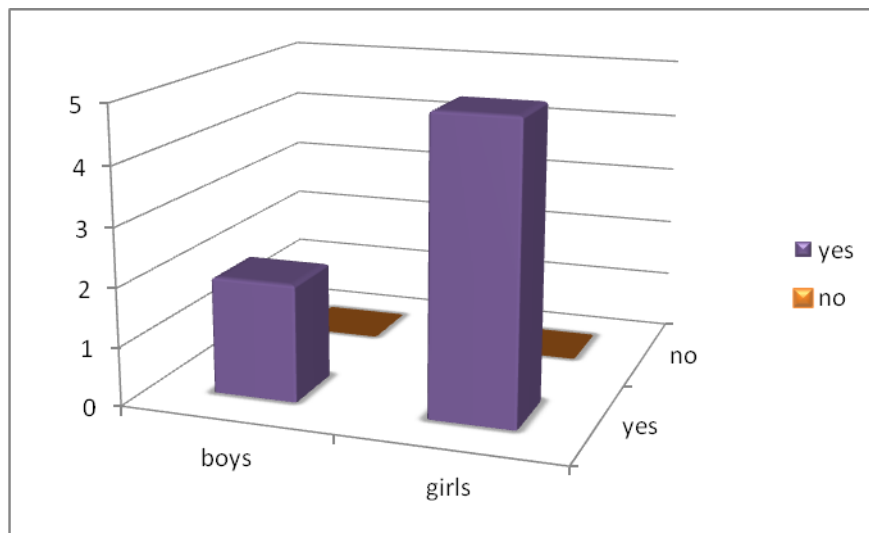
None of the girls would disturb the lessons because they would be afraid of the punishment or they would pay attention because of the subject. One boy would disturb the lessons saying that he would be bored; the other boy would pay attention and would not disturb the lesson.

Question Nr. 8 **Would you like to have professor McGonagall as your teacher, yes or no? Explain.**



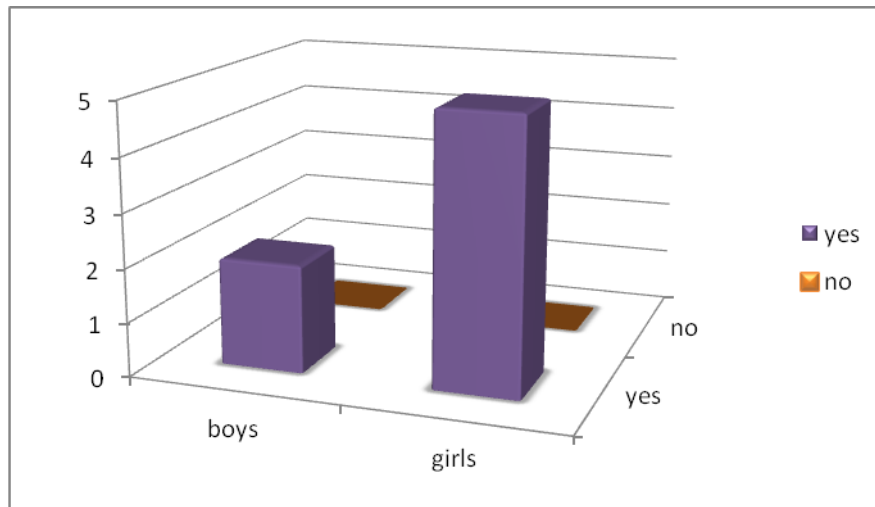
All five girls would like to have professor McGonagall as their teacher saying that she is alright, nice, clever and much better than professor Snape. One boy would like to have her as his teacher for being a good and nice person; the other boy would not and say he would prefer Snape as his teacher.

Question Nr. 9 **I would pay attention on Hagrid's lessons, yes or no? Explain.**



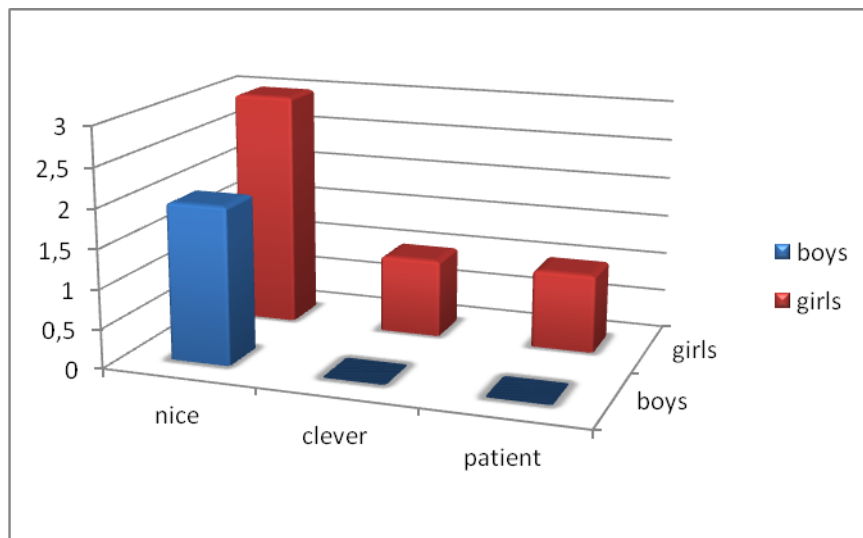
All pupils from the class agreed that they would pay attention on Hagrid's classes because of the subject (they like animals) and because of his personality (he is nice and frindley)

Question Nr. 10 **I would like to go to Hagrid's classes, yes or no? Explain.**



All pupils agreed that they would like to go to Hagrid's classes saying that he is clever, nice, sympathetic and patient.

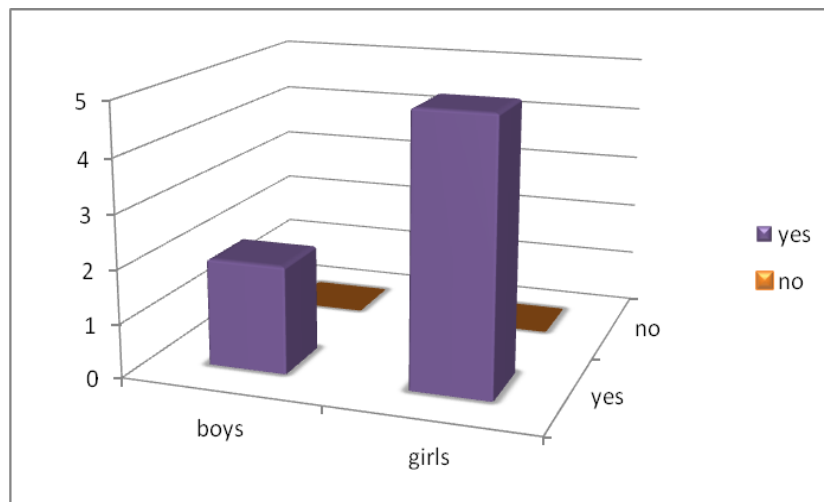
Question Nr. 11 **What personal traits does Hagrid have?**



Boys see Hagrid as nice person/teacher. Girls gave Hagrid also the positive attributes saying that he is clever, patient and very nice.



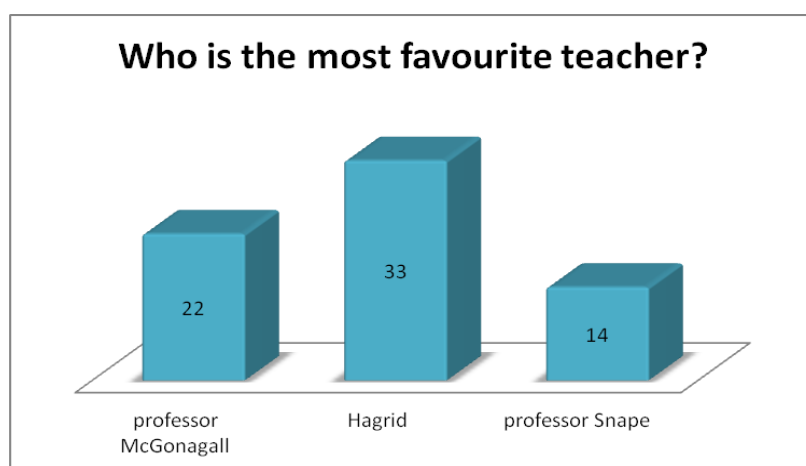
Question Nr. 12 **I would like to have Hagrid as my teacher, yes or no? Explain.**



All pupils agreed they would like to have Hagrid as their teacher because of his cleverness, loyalty and good personality.

### Summary

The given answers imply that children would appreciate most Hagrid as their teacher for his good personality traits. Professor McGonagall ended on the second place and professor Snape is perceived as evil, strict and unfriendly and most of the pupils would not like him as their teacher. The presented graph shows the number of all students who would appreciate professor McGonagall and Hagrid and pupils who would like professor Snape.



## Commentary

From the questionnaire it is visible that children on the lower secondary judge teachers according to their outer signs, such as the appearance and their attitudes towards pupils, mostly the fairness or teaching an interesting subject.

The oldest children, here ninth graders – boys, were more open to accept professor Snape as their teacher mostly because of his subject and appearance which, even though they see him as scary they also think he is mysterious and it attracts them. Girls were more afraid of his personality because he is strict and mean. Professor McGonagall was seen as good and strict and the most often opinion was that they, both boys and girls, would be bored during her lessons. From the answers we can see that professor McGonagall is capable of maintaining the order in her classes for pupils said that they would not disturb her lessons. Hagrid was seen as very nice person, with good qualities which are close to children, he is friendly, nice and the lessons are out. It is the teacher with most positive personal traits. Pupils were able to accept the thought of having Hagrid as their teacher the most likely from all three teachers.

Seventh graders saw professor Snape more negatively than pupils from the ninth grade, as it were expected. There were only few students who would accept Snape's personality and his manners. The rest of the class, both boys and girls perceived him as mysterious in the negative way, and they thought that he is strict and mean. It is the teacher who received the most number of negative personal traits. Professor McGonagall is seen also as strict but with the sense of fairness and pupils can appreciate these manners. Girls accepted professor McGonagall more and would be pleased to have her as their teacher. She received very nice evaluation. It was surprising that seventh graders noticed and mentioned her teaching qualities. Hagrid was again seen as the best teacher according to his personality. Pupils saw him as kind and nice, they appreciated his subject and were most likely to have classes outside the school.

Professor Snape was evaluated as weird, scary and annoying from the views of sixth graders. Repeatedly he received the most negative answers. It was confirmed that children on the sixth grade judge teachers more according to the outer signs, not because of his subject as ninth graders. Professor McGonagall was according to these pupils nice and they would like to have her as their teacher because the lessons would be fun and she is a nice and clever person. Hagrid was the absolute best teacher here, for he had not received

any negative comment about his personality or his approach towards pupils. They saw him as very nice, patient, clever and friendly.

### **Summary**

In this chapter we dealt with opinions of pupils from two elementary schools and it was shown that not only the age but also the gender forms pupil's view of teachers. From all forty one answers it can be seen that children on the lower secondary appreciate most the personality of their teachers. The subject matter is realized later, as we can read from the answers of the ninth graders. However, they can have fun and stay motivated if the subject is interesting. For the most pupils the personality is important, the teachers' approaches them, how fair or non-fair they are and if they had the human side. They do not want to be scared of their teachers. The next chapter is focused on possible implications in the school environment.

## V. IMPLICATIONS

As we can see from the results, children are influenced by the personality of teachers more than by the subject matter. The theoretical background provided some important teachers' attributes however the answers revealed another point of view. The following paragraphs discuss the possible application of acquired information on teaching, the limitation of the research and suggestions for further research.

### **Implication for Teaching**

In comparison with the theoretical background, which implied that teachers should be excellent in methodology, this research showed they also should have great personalities. The personality was the most valuable attribute. Some children mentioned the matter of the teaching style nonetheless the majority of pupils assess teachers according to their outer sings. This result confirmed the first part of the theoretical part of the thesis which said that teachers should be amicable, perceptive or hearty, which are the qualities projected in Hagrid's personality.

The very important fact is also the subject, for many children the aspect that they can be taught outside and develop their knowledge about things which are around them, was again Hagrid the most frequent answer. This information emphasises the importance of usefulness of subjects. If the children are aware of what they are studying and why, they are more engaged in teaching. Not every subject can be the matter of interest however the results said that if the teacher is repulsive, the subject will be too.

The last issue to mention is the strictness. Many children appreciate that they have boundaries; it was also the most often reason why to attend classes, to avoid the punishment. Nevertheless the research showed that the restrictions should not be extreme because pupils will be afraid to attend classes and the classroom atmosphere may be ruined.

For present or future teachers it was revealed that they should have balanced skills. On the one hand to have good knowledge of their subject field, on the other hand to have the humane approach to children. Students have great sense of fairness and are capable of seeing any traces of oppressions.

### **Limitation of the Research**

However the implications seem to be reasonable, it cannot be generalised. There are several aspects which have to be taking into account. The questionnaire did not limit the choice of the situation in which pupils have to assess teachers from Harry Potter. The questions were not restricted with one chosen book or one scene from the movie. The purpose was to reveal the most often reaction to those three teachers.

The research did not cover all lower secondary graders, the eighth graders are missing. Another possible limitation is the movie itself, because if children saw the movie, and did not read the books, the actors may have had stronger influence on children. And the fact that for pupils is Harry Potter an old issue is the next reason, which was discovered when assigning the questionnaires.

The most obvious limitation is that those three chosen teachers cannot be taken as the representatives of all teachers. It is only the part of the teaching community and it is a fiction, although based on the teaching experience of J. K. Rowling.

### **Suggestions for further Research**

For the further research it would be reasonable to demonstrate one concrete situation from the movie and ask pupils to write their opinion. Next step would be to compare the answers in each class to recognize the different views and influences on students. The examples of teachers should be expanded to more than three, or we should give students the more realistic situations from their own school. The research could be closed by the short essay focusing on the question ‘Who is in your opinion an ideal teacher?’

In this section the results were summarized and applied for the usage in the school environment. The limitations of this research and suggestions for another study were presented. The next chapter is the last and it concludes and summarizes the thesis.

## VI. CONCLUSION

As described in the theoretical background of this thesis, there are many competences and roles which teachers should adopt. However, personality of the teacher became the most influential factor. Teacher's personality forms pupils' opinions not only on teachers but also on the subject they teach. Younger pupils, age eleven to thirteen, judge more the personality of the teacher than the subject. Older student, age fourteen to fifteen, consider the subject and its usefulness.

From the answers it is clear that teachers should learn how to approach to children according to their age, younger children do not like scary and mean teacher, older children are more interested in weird, not typical teachers. However these both groups of pupils chose Hagrid as the best teacher. He is friendly and nice, and his subject attracts most of the children. On the other hand he has difficulties with the order in classes and also with choosing the right amount of instructions in classes. Professor McGonagall ended on the second place, for she is for many children too strict. However, some children are happy with having orders and fair play, and appreciate this attitude towards them. Professor Snape had got the third place, even though there were pupils who would like to have him as their teacher, but he is very mean and enjoys the humiliation of pupils, showing them that he is the cleverest.

To conclude, it can be said that children on the lower secondary appreciate fairness and friendliness with the right amount of rules. They need to be both interested in the subject and in the teacher. Pupils value teachers who listen to them, show the direction and give them opportunity to express themselves. They dislike authoritative teachers with the excess of rules and boundaries, and hate when they have no chance to defend and explain their point of view.

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## APPENDICES

### Appendix 1: Competences of the teacher (in Czech)

#### 1. Kompetence k vyučování a výchově

##### 1.1 diagnostická kompetence

- dovednost analyzovat žákův ústní, písemný, grafický a další učební výkon
- dovednost použít dostupné diagnostické metody ke zjištění učebního výkonu žáka
- dovednost uplatnit vybrané metody a techniky ke zjištění základních příčin nevhodného chování žáků
- dovednost diagnostikovat žákovo pojetí učiva
- dovednost diagnostikovat styl učení žáků
- dovednost diagnostikovat sociální klima třídy

##### 1.2 psychopedagogická kompetence

- dovednost analyzovat učivo z didaktického a psychologického hlediska
- dovednost vymezovat a operacionlaizovat výukové cíle v návaznosti na analýzu učiva
- dovednost projektovat učení žáků
- dovednost formulovat různě náročné učební úlohy odpovídající výukovým cílům a úrovni a možnostem žáků ve třídě
- dovednost připravit obrazové učební materiály k navození učebních aktivit žáků

##### 1.3 komunikativní kompetence

- dovednost motivovat žáky
- dovednost navázat a udržet kontakt se žáky
- dovednost regulovat proces vytváření dovedností žáků (tj. exponovat a fixovat učivo)
- dovednost ponděcovat aktivitu, samostatnost a tvořivost žáků uplatňováním aktivizujících metod výuky
- dovednost klást žákům různě náročné otázky a učební úlohy
- dovednost reagovat na chybný nebo nepřesný výkon žáků
- dovednost modifikovat naplánovaný výukový postup
- dovednost organizovat práci žáků v různých formách výuky
- dovednost řídit pozornost žáků



## 2. Osobnostní kompetence

- dovednosti empatického chování
- dovednosti asertivního chování
- dovednosti autentického chování
- dovednosti akceptovat sebe i druhé (žáky, kolegy)

## 3. Rozvíjející kompetence

### 3.1 adaptivní kompetence

- dovednosti orientovat se ve společenských změnách
- dovednosti orientovat ve společenských změnách žáky
- dovednosti vyrovnat se se zátěží (stresem)

### 3.2 informační kompetence

- dovednost pracovat s literaturou
- dovednost využívat osobního počítače jako zdroje informací
- dovednost využívat ostatní moderní informační technologie
- dovednost vybírat informace relevantní pedagogickým situacím a problémům řešeným učitelem
- dovednost strukturovat a prakticky využívat vybrané informace

### 3.3 výzkumná kompetence

- dovednosti projektovat akční pedagogický výzkum
- dovednosti realizovat akční pedagogický výzkum
- dovednosti využít výsledků výzkumu ke zdokonalení vlastní pedagogické práce
- dovednosti řešit vědeckými metodami problémy, které se v práci učitele vyskytnou

### 3.4 sebereflektivní kompetence

- dovednosti reflektovat vlastní pedagogickou činnost
- dovednosti vyjadřovat výsledky této sebereflexe v písemné formě

### 3.5 autoregulativní kompetence

- dovednosti projektovat změny ve vlastní pedagogické činnosti
- dovednosti uskutečňovat naprojektované změny ve vlastní pedagogické činnosti

Source: Dvořáková (2000), pp. 12 – 14

## Appendix 2: Questionnaire – the example

Napiš svůj věk a pohlaví.

1. Na hodiny profesora Snapea bych:

- a) chodil/a
- b) nechodil/a
- c) bál/a se chodit

2. Svou odpověď na otázku 1 zdůvodni.

3. Jakým dojmem na tebe působí profesor Snape?

4. Chtěl/a bych mít profesora Snapea za svého učitele. Ano nebo ne? Zdůvodni.

5. Paní profesorka McGonagallová je \_\_\_\_\_ (doplň vlastnost).

6. Do hodin paní profesorky bych chodil/a ráda. Ano nebo ne? Zdůvodni.

7. V hodinách paní profesorky bych vyrušoval/a. Ano nebo ne? Zdůvodni.

8. Chtěla bych mít paní profesorku za svou učitelku. Ano nebo ne? Zdůvodni.

9. Na hodinách s Hagridem bych dával/a pozor. Ano nebo ne? Zdůvodni.

10. Do hodin bych chodila ráda. Ano nebo ne? Zdůvodni.

11. Jak na tebe Hagrid působí? Jaké má vlastnosti?

12. Chtěl/a bych mít Hagrida za svého učitele. Ano nebo ne? Zdůvodni.

### Appendix 3: Questionnaire – the example in English

Write your name and age.

1. To professor Snape's lessons I would:

a) go

b) not go

c) be afraid to go

2. Explain your answer to question 1.

3. What impression is professor Snape according to you giving?

4. Would you like to have professor Snape as your teacher?

5. Professor McGonagall is \_\_\_\_\_ (fill in the character)

6. I would attend professor McGonagall's lesson, yes or no? Explain

7. I would disturb McGonagall's lessons, yes or no? Explain.

8. Would you like to have professor McGonagall as your teacher, yes or no? Explain.

9. I would pay attention on Hagrid's lessons, yes or no? Explain.

10. I would like to go to Hagrid's classes, yes or no? Explain.

11. What personal traits does Hagrid have?

12. I would like to have Hagrid as my teacher, yes or no? Explain

## Appendix 4: The most interesting answers

Napiš svůj věk a pohlaví:

14, dívka

1. Na hodiny profesora Snapea bych: nechodila vůbec
  2. Svou odpověď na otázku 1 zdůvodni: není sympatický
  3. Jakým dojmem na Tebe působí profesor Snape?: špatným dojmem
  4. Chtěla bych mít profesora Snapea za učitele. Ano nebo ne? Zdůvodni: Ne, nelíbí se mi ani jako učitel. Je přísný.
  5. Paní profesorka McGonagallová je \_\_\_\_\_ Doplň vlastnost. spravedlivá a hodná
  6. Do hodin paní profesorky bych chodil/a ráda. Ano nebo ne? Zdůvodni. Ano, je sympatická a přijde mi jako dobrá učitelka.
  7. V hodinách paní profesorky bych vyrušoval/a. Ano nebo ne? Zdůvodni. Ne, budí přirozený respekt.
  8. Chtěla bych mít paní profesorku za svou učitelku. Ano nebo ne? Zdůvodni. Ano, přijde mi jako dobrá učitelka, která je spravedlivá a rozumná.
  9. Na hodinách s Hagridem bych dával/a pozor. Ano nebo ne? Zdůvodni. Ano je hodný a jde z něho respekt.
  10. Do hodin bych chodila ráda. Ano nebo ne? Zdůvodni. Asi ano, zdá se, že toho hodně ví.
  11. Jak na Tebe Hagrid působí? Jaké má vlastnosti? Jako hodný strejda, kterému bych nechtěla vlézt do cesty, když se naštvě
  12. Chtěl/a bych mít Hagrida za učitele. Ano, baví se s ostatními jako sobě rovnými a snaží se pomoci
- Ano nebo ne? Zdůvodni.

Napiš svůj věk a pohlaví:

14, dívka

1. Na hodiny profesora Snapea bych: nechodila vůbec
2. Svou odpověď na otázku 1 zdůvodni: díky učiteli
3. Jakým dojmem na Tebe působí profesor Snape?: přísný
4. Chtěla bych mít profesora Snapea za učitele. Ano nebo ne? Zdůvodni: Ne, je nesympatický a přijde mi zlý.
5. Paní profesorka McGonagallová je \_\_\_\_\_ Doplň vlastnost. Přísná.
6. Do hodin paní profesorky bych chodil/a ráda. Ano nebo ne? Zdůvodni. Ano, myslím, že dokáže hodně naučit.
7. V hodinách paní profesorky bych vyrušoval/a. Ano nebo ne? Zdůvodni. Ne, trest by mě neminul.
8. Chtěla bych mít paní profesorku za svou učitelku. Ano nebo ne? Zdůvodni. Ne, sice si myslím, že by nás něco naučila, ale moc velká zábava by to nebyla.
9. Na hodinách s Hagridem bych dával/a pozor. Ano nebo ne? Zdůvodni. Ano, přijde mi, že Hagrid tomu rozumí, má hodiny venku na vzduchu se zvířaty
10. Do hodin bych chodila ráda. Ano nebo ne? Zdůvodni. Ano, vyučuje zajímavou formou.
11. Jak na Tebe Hagrid působí? Jaké má vlastnosti? Je ochotný, přátelský a obětavý.
12. Chtěl/a bych mít Hagrida za učitele. Ano nebo ne? Zdůvodni. Ano, myslím, že je z nich nejlepší.

Napiš svůj věk a pohlaví:

1. Na hodiny profesora Snapea bych:
2. Svou odpověď na otázku 1 zdůvodni:
3. Jakým dojmem na Tebe působí profesor Snape?:
4. Chtěla bych mít profesora Snapea za učitele.  
Ano nebo ne? Zdůvodni:
5. Paní profesorka McGonagallová je \_\_\_\_\_  
Doplň vlastnost.
6. Do hodin paní profesorky bych chodil/a ráda.  
Ano nebo ne? Zdůvodni.
7. V hodinách paní profesorky bych vyrušoval/a.  
Ano nebo ne? Zdůvodni.
8. Chtěla bych mít paní profesorku za svou učitelku. Ano nebo ne? Zdůvodni.
9. Na hodinách s Hagridem bych dával/a pozor.  
Ano nebo ne? Zdůvodni.
10. Do hodin bych chodila ráda. Ano nebo ne?  
Zdůvodni.
11. Jak na Tebe Hagrid působí? Jaké má vlastnosti?
12. Chtěl/a bych mít Hagrida za učitele.  
Ano nebo ne? Zdůvodni.

13, dívka

- bála chodit
- Nevím, neměla bych z něj dobrý pocit.
- Divným.
- Ne, bála bych se ho.
- čarodějka
- Ano, chodila bych tam ráda. Myslím, že Je milá a není zlá jako Snape.
- Ne, ona by mě proměnila v ropuchu.
- Ne, nechtěla bych. Bála bych se, že by Mě proměnila v cokoliv.
- Ano, protože mě naučí vše.
- Ano, ráda bych chodila na jeho hodiny. Je milý a není tak zlý jako Snape.
- Na mě působí mile.
- Asi jo, je to hodný učitel.

Napiš svůj věk a pohlaví:

1. Na hodiny profesora Snapea bych:
2. Svou odpověď na otázku 1 zdůvodni:
3. Jakým dojmem na Tebe působí profesor Snape?:
4. Chtěla bych mít profesora Snapea za učitele.  
Ano nebo ne? Zdůvodni:
5. Paní profesorka McGonagallová je \_\_\_\_\_  
Doplň vlastnost.
6. Do hodin paní profesorky bych chodil/a ráda.  
Ano nebo ne? Zdůvodni.
7. V hodinách paní profesorky bych vyrušoval/a.  
Ano nebo ne? Zdůvodni.
8. Chtěla bych mít paní profesorku za svou učitelku. Ano nebo ne? Zdůvodni.
9. Na hodinách s Hagridem bych dával/a pozor.  
Ano nebo ne? Zdůvodni.
10. Do hodin bych chodila ráda. Ano nebo ne?  
Zdůvodni.
11. Jak na Tebe Hagrid působí? Jaké má vlastnosti?
12. Chtěl/a bych mít Hagrida za učitele.  
Ano nebo ne? Zdůvodni.

13, dívka

- chodila ráda
- Kdybych s panem Severusem vycházela, mohly by hodiny probíhat v pořádku.
- Jako normální divný učitel z kouzelnické školy.
- Ano, mám ráda učitele ze kterých je respekt.
- spravedlivá
- Ano je to velice milá a kultivovaná dáma. Myslím, že dokáže vycházet s každým.
- Ne. Asi bych neměla důvod. Její hodiny by mě nejspíš bavily.
- Určitě. Taková učitelka by měla být vzorem pro kdejakého pedagoga.
- Ano, myslím, že by Hagrid dokázal zaujmout mojí pozornost.
- Strašně ráda. Byly by to zábavné hodiny.
- Přátelský, milý, svérázný
- Asi ano, ale jen na nějaké méně důležité předměty. Asi by mi vadilo, že je moc vtipný a chyběl by mi u něj respekt. Spoustu lidí by nenosilo domácí úkoly a hodiny by byly neuspořádané a chaotické.

## SHRNUTÍ

Diplomová práce řeší otázku, jak žáci vnímají své učitele. V teoretické části se zabývá psychologickým pohledem na osobnost učitele a možné dopady na žáky, dále zkoumá učitelovy kompetence a role, které ve školním prostředí vykonává. Tato kapitola se také zaměřuje na žáky a jejich osobnosti, jejich přístup k učení a vliv sebevědomí. Výzkumná část zkoumá, jaké dojmy a pocity mají žáci základních škol ohledně vybraných učitelů z knížek či filmů od J. K. Rowlingové. Výsledky jsou řazeny podle věku respondentů a jsou znázorněny v grafech. Závěrečná kapitola shrnuje hlavní myšlenky a dopady této práce v učitelské praxi.