

Conceptual Model of Expectant Psychological Characteristics of Effective First Grade Teachers Based on Experts' Point of View

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Abstract

Purpose: This study aims to infer the perception of experts about the psychological characteristics of effective teachers to clarify the angles and dimensions of the psychological characteristics of teachers.

Methodology: The method of the present research is a qualitative phenomenon of phenomenological type, which has been purposefully selected from among experts in the field of psychology, especially educational psychology, and those who are directly related to the discussion of education, up to 12 people. And interviewed. The interview was first recorded with the permission of the interviewer and then turned into a text and sentences and phrases were analyzed using the Colaizzi method.

Findings: According to the findings of interviews with experts in the field of education, the psychological characteristics of an effective teacher included eight themes, which were: 1. Behavior in the classroom including helpful, resilient, committed and motivated, 2. How to interact, including student's comfort, listening, emotional relationship and having a simple expression, 3. Psychological ability including logical thinking, critical thinking, high emotional intelligence, self-confidence, social personality type and optimism, 4. Expressive skills including appropriate body language characteristics, large vocabulary, persuasive skills, 5. Mental health, 6. Creativity, 7. Ethics and 8. Discipline, including the characteristics of having mental order, regular knowledge, keeping promises and coming to class on time.

Conclusion: The results showed that an effective teacher has psychological abilities in the field of thinking, including logical and critical thinking, to improve the teaching process in the classroom by creating challenges and paying attention to details. On the other hand, an effective teacher needs intelligence. It is a high emotion to build a constructive relationship, which in this connection also requires confidence so that an effective teacher can attract students in the classroom with a decisive and confident presentation.

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1. Introduction

Teachers provide a set of learning opportunities for students during the teaching and learning process and play an important role in their academic achievement and achievement of educational goals (Banidavoodi, 2014). Therefore, politicians, researchers and Supervisors have argued that as efforts are made to influence the curriculum on student performance, we should seek to identify the characteristics, criteria, standards, and characteristics of an effective teacher (Higgins & Parsons, 2009). Because the teacher is considered as the most important person in the curriculum implementation process (Alsubaie, 2016). A very popular concept in this field is the effective teacher. An effective teacher is a teacher who, with the skills, professional competencies and ethics of a teacher, provides the ground for students to learn comprehensively, and thus promotes students as much as possible in the learning process. Paying attention to effective teacher training is an evolving process that requires significant investment (UNESCO, 2016). In order to improve the quality of education, many countries have put the most important measure of their education on effective teacher training, but how to train an effective teacher is an issue that is always raised in the education systems of countries (UNESCO, 2015). In our country, the upstream documents of the education system of the Islamic Republic of Iran, including in the document of fundamental transformation of education (2011), the document of the national curriculum (2011) and also the document of the 20-year vision of Iran (2006) refer to this point. They have suggested that schools should provide quality education to nurture learners in the style of a 20-year-old and worthy vision of Islamic Iran, in which an effective teacher is also addressed; Article 54 (e) of the Fourth Development Plan Law (2005), which focuses on improving the professional skills and competencies of teachers; In accordance with paragraph 7 of Macro Strategies 2 and paragraph 12 of Macro Strategy 6, the comprehensive scientific map of the country should be considered as a teacher quality improvement, in line with paragraph 1 of Article A of Article 19 of the Fifth Development Plan Law (2010). Acquisition of basic competencies and explanation of the role and position of each of the factors affecting the teaching-learning process should be redefined and according to row 7 paragraph of Article 19 of the same law, increasing the quality of processes and outputs should be reviewed.

In the field of effective teacher, experts have presented various conceptual models for the effective teacher (Valenta, 2010). From the prevailing point of view, the effective teacher is a teacher whose set of activities leads to increased learning and academic achievement. Become a student (Louise, 2012; Pantic, 2011). But what is considered important in this regard is the study of the impact and relationship between the characteristics and indicators and standards of the effective teacher, which provides a clearer and deeper understanding of this category for planners (Higgins & Parsons, 2009).

Stran (2007) while explaining the dimensions of an effective teacher believes that the prerequisites of effective teaching (speaking ability, teaching and learning knowledge, knowledge about the subject and teaching experience) on the dimensions of an effective teacher, including classroom management and organization, program Planning for teaching, teaching implementation and monitoring student progress is also effective. These models have been mentioned in other models as well; According to Darling, Hamoon and Yern / Seford model, how learners develop and develop depends on the knowledge of the content and the teaching skills of teachers (Rezi, 2016). In Custer, Mike, Fried, and Theo's model, professional competencies affect classroom organizational communication. According to the Columbia University model, in-depth knowledge of the subjects taught affects teaching skills, and teaching skills also affect assessment, lifelong learning, (Huntley, 2006). In general, the skill areas that determine the effectiveness of a teacher are: a) Competence and technical ability (science and skill in the subject); B) Professional competence and ability (knowledge of educational planning, presentation and evaluation); and c) personal competence (personal and behavioral characteristics affecting the education process) (Miller & Miller, 2004). A review of the theoretical background of some studies on the characteristics of an effective teacher also points to the following: Saunders (2000) examines the dimensions of an effective teacher in developing

countries and lists five dimensions, including 1) leadership Professional; 2) common vision and goals; 3) learning environment; 4) focus on teaching and learning; and 5) teaching is purposeful. Kyriakides & et al (2002) have identified three psychological dimensions for an effective teacher: 1) personality dimensions such as kindness, compassion, fairness, respect and frankness; 2) Teaching dimension such as motivation to teach, students' understanding and academic commitment; And 3) professional dimensions such as professional knowledge, teaching licenses and instant professional qualifications. In other research, they consider professional skills and knowledge as well as understanding and communicating with students to be effective for the effective teacher. Brown (2004) The components of an effective teacher are considered to be subject knowledge, humor, ability to be polite, willing to answer questions, organize the classroom, ability to communicate with students as special and special people.

Howe (2006) says that effective teachers must have teaching knowledge, subject knowledge, child psychology, and other skills. Effective teachers teach classroom rules, monitor students' expectations of the classroom, clear explanations And provide clear, manage teaching time so that they have enough time to teach, increase students' response time during teaching, and provide ongoing feedback. Effective teacher components include performance It expresses its communication skills, creativity, professionalism, teaching knowledge, evaluation and complete and appropriate assessment, teacher personality and content knowledge, Siniscalco (2020) states that in Korea there are three criteria. For the effective teacher, the relationships, goals and maintenance of the educational system are determined, Cimer (2007) states about the components of an effective teacher that Turkish teachers should be able to face the existing ideas and concepts of students. Encourage the application of new concepts and skills in different settings, encourage student participation in lessons, and encourage participatory questioning and learning among them. D, have continuous assessment, provide corrective feedback. Studies in Iran indicate that no model for an effective teacher has been presented so far (Rezi, 2016); while the results of several studies have shown that the most important factor is the low quality of education in the primary education system. Iran is in contact with teachers (Ghaedi, 2008; Moafi, 2008). Studies have shown that profound changes in the structure, curriculum and student population have created a crisis in the professional identity of teachers. The lack of relevant competencies to deal with this new situation has caused many teachers to see their professional identity in a tight spot, so a teacher's professional identity in terms of professional competence is in dire need of reconstruction (Moreno, 2007). However, research has been done to identify the characteristics of effective teachers, including: Zahor & Eslaminejad (2002) in a study found that from the students' point of view is an effective teacher who has aspects of appropriate teaching methods, communication skills, research knowledge And be an individual character. (Porzahir, Aminfar & Bagheri (2009) The characteristics of an effective teacher are effective communication with learners, high teaching ability, interest in teaching and the importance of involving learners in the learning process. (Sobhaninejad & Zamanianesh (2014) in Dimensional and Component Research Personality, classroom management, teaching, and evaluation have been identified for an effective high school teacher, but no research has been found to examine the psychological characteristics of an effective teacher.

As can be seen in the mentioned researches inside and outside the country, one of the dimensions that has always been raised about the characteristics of teachers as one of the important fields and along with other characteristics of it Named, are the psychological characteristics of teachers. Although psychological characteristics have always been included as part of the review and presentation of the model regarding the effective teacher and have been considered as one of the components of the effective teacher, nevertheless no research has been evaluated in a desirable and specialized manner. The psychological characteristics of teachers are not discussed in the form of a model. Therefore, the present study sought to answer the main question: From the perspective of education experts, what is the expected psychological characteristic of effective first grade teachers?

2. Methodology

The present study was a qualitative research in terms of applied purpose and in terms of data collection, which was done by phenomenological method. The statistical population of the study included experts in the field of education in 2019. Therefore, using purposive sampling method, 12 specialists were selected and interviewed according to the purpose of the study, which was to discover the psychological characteristics of an effective teacher. Criteria of experts and experts: sufficient knowledge and expertise in the field Primary education, teaching process, education organization and characteristics of an effective teacher, with a doctorate in related fields including educational management, education, curriculum planning, philosophy of education and training psychology, at least 10 years of work experience In this context .. What are the effective semi-structured interviews focusing on teacher characteristics to collect data? used; In this way, after providing the necessary explanations for individuals and stating the objectives of the research, as well as providing complete assurance to preserve the name, the time of the interview with each person was determined by agreement and the interview was recorded using a tape recorder. It was then written. At the end of each interview, a review was used by the participant to obtain a reliability determination. In this way, the written text was given to the participants to be reviewed. Data analysis was performed using the 7-step method (which includes reading important findings with participants in order to understand people and extract important sentences related to the phenomenon under study, giving specific concepts to the extracted sentences, Categorizing the concepts and clusters obtained, referring to the main content and comparing the data, describing the studied phenomenon and finally returning the description of the phenomena to the participants to check the reliability of the obtained results. Then, the main themes and sub-themes were coded and extracted.

3. Findings

The level of education of the sample was as follows: three had a master's degree and 9 had a doctorate. From the analysis of the interviews, 8 themes and 33 sub-themes were extracted (Table 1) which is as follows:

Table1. Extracted themes about the psychological characteristics of effective teachers

Theme	Fine themes	Theme	Fine themes
Behavior in the classroom	Being a helper	mental health	Consistency in decision making
	Taboo		Having a balanced personality
How to interact	commitment	Creativity	Good physical condition
	Motivated		No personality cramps
	Student comfort		The correct approach to the present answer
	Being a listener		Being thoughtful
Psychological ability	Emotional relationship	Ethics	Provide lessons tailored to students' abilities
	Having a simple expression		Provide various assignments
	Rational thinking		Good behavior
	Critical Thinking		To be fair
	High emotional intelligence		Respect for individual differences
Expressive skills	Self Confidence	Discipline	flexibility
	Optimistic social personality type		Having mental order
	Proper body language		Regular knowledge
	Large vocabulary		Act on promises and promises
	Persuasive skills		On time to come to class
	Talk to you soon and keep up the good content		

1) Behavior in the classroom: Teacher behavior in the classroom generally includes everything that comes from a teacher, which includes a wide range of interactions, behaviors, speeches, etc., because as a

model and role model for students. Has a decisive role in the class process. 1-1) Helping: One of the interviewees stated that: "The teacher should behave in the classroom and interact with the student in the classroom so that the student can feel anxious in the context of the mother role of the teacher." Another interviewee stated: "Emotional support and all-round support for students is appropriate to the behavior of a teacher, because this behavior causes the student to trust the teacher and the relationship "Deepen you, which will help the teacher's efficiency." 1-2) Compliant: One of the interviewees, who also had the job of a teacher, stated in this regard: "Since each of the students in the class has been raised in a specific situation and each "One of them has his own interactive pattern in his family and expects to see this behavior from his teacher. Here the teacher's work faces a great challenge that requires a lot of patience to solve." 1-3) Commitments: One of the interviewees states that: "The teacher should have a score of twenty in any situation, whether the conditions are available or not, the teacher should be assigned to the job duties in any situation. Be committed. "The teacher is from within the teacher, external encouragement is worthless to him." 1-4) motivated: One of the interviewees states that: "The teacher's activity in the classroom is so great and exhausting that if there is not the necessary spirit and motivation required for this activity, no one will be able to bear it. And not taking responsibility for this job. "In other words, a strong motivation must come from within in order to move the teacher in his path."

2) How to interact: How to effectively interact with students is one of the most important factors in the teaching-learning process in the classroom, which is related to all components in the classroom and has a very decisive role. The effective teacher knows that the cornerstone of any change and growth in the classroom depends on the relationship and interaction that exists between him and the students. 2-1) Student Convenience: One of the interviewees stated that: "The teacher should provide the students with the opportunity to express themselves and express their wishes so that the student understands that he / she has been accepted as part of the class." 2-2) listening: The interviewee stated that "students need a teacher who listens to them to the end and often only needs to be the teacher of someone who is a listener and not a commentator." "Listening can often be as effective as talking." 2-3) emotional and emotional relationship: One of the interviewees stated that: "Understanding emotions and establishing an emotional relationship with students, opens a way for them to the teacher that can benefit." Get closer to them from this situation." 2-4) having a simple expression: The interviewee stated that: "An effective teacher has the ability to bring his students down to the level and speak to them in his own language, in this way "Both the student understands the material better and the teacher needs less energy."

3- Cognitive ability: Cognitive ability indicates mental and intellectual abilities that every effective teacher should have an appropriate level. Cognitive ability determines the characteristics that the teacher brings to the teaching situation and is a kind of characteristics that already exist and have been developed. 3.1) Logical Thinking: The interviewee stated that "an effective teacher needs logical thinking for what is happening in the classroom to make the right decision about what is happening in the classroom." 3-2) Critical Thinking: In an interview it was stated that: "An effective teacher is a teacher who teaches thinking to children and not just transmits lesson topics. The student should have the ability and opportunity to do all this. "Criticize the issues at hand and re-decide on them. This requires a teacher who is critical himself and has not turned a blind eye to the issues." 3-4) High emotional intelligence: The interviewee stated that: "An effective teacher is a teacher who has the ability to understand the emotions and feelings of students so that he can easily understand what is important in the classroom processes and "What's wrong with the student, and that means having high emotional intelligence." 3-5) Self-confidence: The interviewee stated that: "An effective teacher should work with full confidence in the classroom, the teacher should teach in the classroom with authority and power that the student "Make a follower and show him that he can do it, because the hesitation of the teacher makes his work seem worthless to the students." 3-6) In an interview, it was stated that: "It is very important that the teacher has the right personality type for his job, and here I think that having a social and extrovert personality type is very important for a teacher. "For example, there

are teachers who find it difficult to speak in public at all. How can these people interact well with students?" 3-7) Optimistic: In this regard, the interviewee stated that: "An effective teacher should not only be hopeful and have a positive view of the world and have a good feeling about his private life, but also this To convey a sense of hope, positivity and positive thinking to students, today one of the reasons for reducing the motivation of students in the classroom is the negativity of teachers who can easily express their negative views about the future in the classroom."

4- Expressive skills: Good expression and the use of good words in an effective teacher provide a way to have a greater impact on students. Good expression causes the content of the teacher's words and message to be properly conveyed to the students and makes it easier for them to understand the topics of the lesson. , Kept active. 4-1) appropriate body language: The interviewees stated that: "Students, especially in the lower grades, use more emotional methods to interact with the classroom processes, for this purpose very "It is important that the teacher, as an effective teacher, has the ability to act with his or her body language in a way that conveys a good feeling to the students." 4-2) Extensive vocabulary: In this regard, it is stated in an interview that: "An effective teacher must have a large vocabulary to not only create a variety of words, but also the ability to understand some of the concepts and sentences that knowledge "Students express that they easily understand what it means to them, especially in today's world where children bring strange words to school from the beginning." 4-3) Persuasive skills: In an interview it was stated that: "An effective teacher should be able to interact with each student through language and be full of examples and stories that To be able to open and explain topics well to students, an effective teacher must be able to convince students of the current situation in any discussion that arises and to inform them correctly." He is satisfied." 4-4) His speech should be complete: In this regard, the interviewee stated that: "An effective teacher should have a good ability in his speech and words, many times it has been seen that the words that a teacher utters It has no end and it is not clear what goal it is pursuing. "It confuses students and ultimately does not teach specific content that we expect students to learn from."

5- Mental health: Mental health is an important feature for an effective teacher. Mental health is the foundation of a healthy relationship between teacher and students. Mental health ensures healthy behaviors by the teacher in the classroom. Mental health is the cornerstone of determining an effective teacher, and it is this that will create an effective teacher. 5-1) Consistency in decision-making: The interviewee said: "An effective teacher should show a stable image during the school year so that, as his / her task is supposed to be clear in relation to the students, the students as well. "To know what kind of personality and secretary their teacher has and how human he is." 5-2) having a balanced personality: One of the interviewees stated that: "The teacher should be patient and consider this patience for himself in all situations, neither exaggerate nor underestimate the students." Justice should be done in the classroom. Of course, this justice must flow from within himself, that is, he must have a stable and balanced personality whose task is clear to him, not a kind day and a nervous day." 5-3) Good physical condition: The interviewee said: "An effective teacher must be well-groomed and not only well-dressed and fashionable, but also physically fit, because the teacher when handsome and "Being well-dressed is an important role model for students, which makes students follow them more." 5-4) Lack of personality disorder: One of the interviewees stated that: "A good teacher in the classroom is a teacher who works with ease, does not have to worry about being out of the classroom, which not only requires the provision of "It depends on the external situation, but also on the internal situation and the personality of the person. The teacher should be comfortable and enter the classroom without any complications, jealousy or discomfort."

6- Creativity: One of the prominent characteristics of an effective teacher is having creative thinking. Creative thinking refers to the use of different methods in dealing with problems and solving them, which not only uses conventional systems and frameworks, but also uses various creative methods to provide methods. It is unusual for the situation to move forward optimally. Creativity also shows how to deal with one-time and random situations for which there are no pre-determined solutions. 6-1) dealing with the

present correctly answer: One of the interviewees said: "There are so many strange things happening in the classroom that sometimes you feel the need to have several different people in this situation. Especially when each student starts responding in their own way, and when the present is answered in class, the other students are waiting to see what the teacher is doing, which is very important here. "That the teacher has the necessary creativity and deals with the created conditions correctly." 6-2) being thoughtful: One of the interviewees stated that: "An effective teacher should have clear characteristics about a thoughtful teacher, a thoughtful teacher is someone who thinks and acts in the moment, and situations "It examines and, after analyzing the situations, takes practical action." 6-3) Presenting a lesson commensurate with the students' abilities: In this regard, the interviewee said: "An effective teacher should first get a proper knowledge of the student and then come to identify classroom situations in order to "Gaining an overview of the students can coordinate the progress of the lessons with their abilities and provide the student with something that the student is ready for." 6-4) Presenting different assignments: One of the interviewees said in this regard: "An effective teacher should use all the areas in the classroom to advance his goals, even the assignments presented to the student." Students can be considered as part of the motivational and creative process in the classroom if they have the necessary diversity."

7- Ethics: An effective teacher should have positive moral characteristics, so that based on the moral behavior they experience, the class atmosphere will be positive and a suitable moral model will be provided to students to witness the growth of ethics in the classroom. Let's be a lesson. An effective teacher will be ethically committed to his or her job duties and will treat students well. 7-1) Behavior: One of the interviewees said: "An effective teacher should behave in the classroom in such a way that the students feel safe and at the same time that all the students respect him / her with kindness, Behavior that makes him attractive in the classroom and creates a good feeling in the students." Behavior is one of the main characteristics of an effective teacher." 7-2) fairness: In one of the interviews it was stated that: "The teacher's behavior should be completely fair in the classroom because children will easily notice the differences in the teacher's behavior with them and may have a relationship with the teacher." Because of this, they lose. On the other hand, an effective teacher is a teacher who has a special power in establishing justice in the classroom, because this is the way to satisfy all students." 7-3) Respect for individual differences: One of the interviewees in this regard stated that: "An effective teacher should have the ability to respect the differences between students, for example there are areas Having students with a few specific accents, the effective teacher should be able to take these differences into account in the class process instead of ignoring them and work to make them acceptable in the classroom and by all." Students should be respected." 7-4) Flexibility: One of the interviewees said in this regard: "An effective teacher should have the ability to adapt to all students, be able to adapt to the facilities in the classroom." And with the things that are available, it advances the situation."

8- Discipline: One of the obvious psychological characteristics that should be observed in all teachers, including effective teachers, is discipline. Discipline not only determines consistent and appropriate conditions for students, but also plays a role in creating conditions such as providing appropriate behavioral patterns, respecting relationships, valuing classroom and student conditions, job commitment and other factors. 8-1) Mindfulness: In this regard, one of the interviewees stated that: "An effective teacher needs to come to class prepared in some areas. For example, an effective teacher must be mentally prepared for what happens in the classroom. "And to enter the classroom mentally prepared, of course here I mean mentally prepared to have a specific plan in mind and know what he is looking for and what he wants to do." 8-2) Have regular knowledge: One of the interviewees stated that: "An effective teacher is a teacher who has planned and planned about his / her information in his / her mind and understands the relationships that exist between different information and with Awareness of the relationships between the information itself will advance the program. "Of course, I do not mean this metacognitive process here, but simply the existence of logic and order in the teacher's knowledge of himself." 8-3) Keeping promises and

promises: In this regard, the interviewee said: "Keeping promises and promises made by a teacher is very important, because the student is based on exactly this behavior. It is the teacher who evaluates or does not evaluate the teacher with sufficient authority in the classroom." "On the other hand, in my opinion, a person who does not keep his promise is not trustworthy at all." 8-4) Coming to class on time: An interviewee said: "An effective teacher should be a complete role model for students. In the meantime, the discipline of the teacher is very important and it seems I, a teacher who is not able to maintain order, probably do not have the necessary qualifications for the job of a teacher, in particular, what is very obvious is whether the teacher is present in class on time or not? because it creates a positive role model for students."

4. Discussion

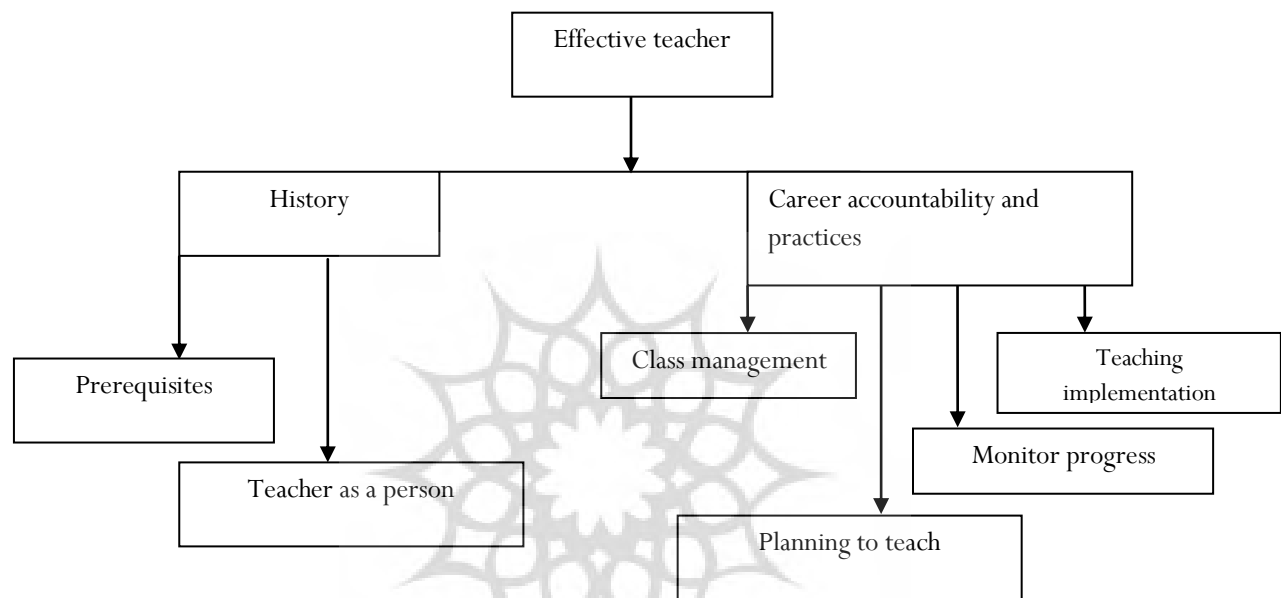


Figure1. Psychological characteristics of the teacher

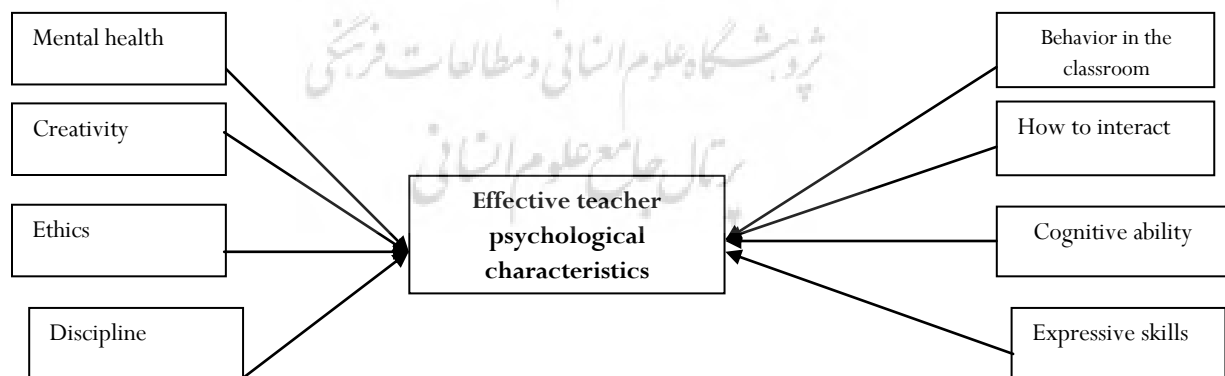


Figure2. Strong effective teacher model

Strange (2007) in this model and in the dimensions of the effective teacher, the prerequisites of effective teaching refer to the ability to speak. In the management and organization of the classroom emphasizes discipline, in the planning department to teach the teacher's time and expectations of students, in the implementation of teaching refers to the involvement of students with the subjects, which All of them can be in line with the psychological characteristics that we achieved in the context of this study. Valenta (2010)

also provides a hierarchical model of teaching approaches, teacher beliefs, professional skills, pedagogical knowledge, subject knowledge, teacher perceptions, teacher characteristics, teacher behaviors. According to Valenta (2010), teacher beliefs are a prerequisite for pedagogical knowledge, subject knowledge and teacher characteristics. Here, too, it is clear that the characteristic Psychological aspects have also been of special importance from Valenta's point of view.

Findings of this study show that effective teachers in the dimension of behavior in the classroom should have characteristics such as helpful, resilient, committed and motivated, in fact when an effective teacher in a classroom and in The relationship with the student must take on the role of supporting the student and interacting with the student with the patience that a resilient teacher expresses, and the need for such behavior on the part of the student. An effective teacher is one who is committed to his or her job and has the motivation to do so in the classroom. According to the obtained results, it can be acknowledged that these results are in line with the results (Strange, 2007; Porzahir & elc, 2009).

Research findings on how to interact indicate that effective teachers in interacting with students should have the characteristics of student comfort, listening, emotional relationship and simple expression. In fact, an effective teacher in the classroom should interact with students in such a way that students feel comfortable in this interaction and can easily express their opinions. On the other hand, an effective teacher in the classroom should be a good listener to In this way, the student is shown that he and his ideas are important to the class and are of interest to the class, and that being a listener provides the student with the opportunity to feel a deeper emotional connection with It has a teacher, so creating an emotional connection is one of the characteristics of an effective teacher that can facilitate problems in the classroom. In addition, another feature mentioned by experts on how an effective teacher interacts was that an effective teacher should have a simple statement, which is especially important in the first grade of elementary school, because Students are young and it can be difficult for them to understand the concepts and meanings of others, so the teacher needs to communicate with students in a simple way in class. According to the results obtained, it can be acknowledged that these results are in line with the results (Knight & elc, 2015; Mohajeri, Sharif).

Findings of research in the field of psychological ability showed that an effective teacher from the perspective of education experts should have the psychological abilities of logical thinking, critical thinking, high emotional intelligence, self-confidence, social personality type and good mood. Be the nose. In fact, the results show that an effective teacher has psychological abilities in the field of thinking, including logical and critical thinking, to improve the teaching process in the classroom by creating challenges and paying attention to details. On the other hand, an effective teacher it requires high emotional intelligence to create constructive communication, which in this connection also requires self-confidence so that an effective teacher can attract students in the classroom with a decisive and confident presentation. It should be said that an effective teacher needs to have a social and extroverted personality so that he can easily be present among the students, communicate with them and play an effective role in the class process, talking and discussing and using Speech should not be difficult for him. Another psychological ability that an effective teacher should have is to be hopeful about the future and to have a positive outlook on the future, and to evaluate and interpret the various issues around him with a positive outlook in order to have positive beliefs. And create health in the minds of students so that by creating healthy beliefs students can have healthy beliefs and therefore healthy behavior. According to the obtained results, it can be acknowledged that these results are in line with the results (Lee, 2015; Sobhaninejad & Zaminimanesh, 2013).

Findings in terms of expressive skills show that effective teachers have the characteristics of appropriate body language, high vocabulary, persuasive skills and speech. In fact, an effective teacher should have a high level of proficiency in his / her expressive skills, in terms of being able to use different physical words, different scenarios to convince students with his / her body postures, and the materials that are ready and with State the specific program selected. As noted earlier, it is important for an effective teacher to be able

to interact well with students, so expressive skills, which is an important part of how a teacher interacts with students, must be at a good level to do not disrupt students' interaction with the teacher. According to the results obtained, it can be acknowledged that these results are in line with the results (Mohajeri, Sharif & Mohajeri, 2012). Findings in the dimension of mental health show that from the point of view of effective teachers, an effective teacher should have mental health, from the point of view of having the characteristics of consistency in decision making, having a balanced personality, good physical condition and No personality cramps. In fact, an effective teacher is a teacher who in the decisions he makes, in the classroom process, in the way he interacts with students, in the behaviors he shows in the classroom, in the type of appearance and physical health, in intimacy that he establishes with the students, in the punishment and encouragement he uses in the classroom and all the factors that exist in the classroom, he should always be stable and behave with balanced behaviors that are appropriate to the class conditions, which It requires that the effective teacher not have a personality disorder; This means that he can be a teacher with peace of mind and without any worries. Also, a good physical appearance and appearance can not only express the physical health of the teacher, but also provide more attractiveness for the teacher by showing a good appearance that leads to appropriate behavior and interaction with students. According to the obtained results, it can be acknowledged that these results are in line with the results (Mohajeri, Sharif & Mohajeri, 2012; Rezi, 2016).

Findings in the creative dimension show that one of the important requirements for an effective teacher to be an effective teacher is his creativity. In addition to the various dimensions considered for creativity, these were also enumerated by the experts, who included: responding correctly to the present, being thoughtful, presenting a lesson commensurate with the students' ability, and presenting various assignments. In fact, the level of creativity of an effective teacher in the classroom should be at a desirable level and should be able to develop the atmosphere of the classroom in a way that even increases the creativity of students. The effective teacher knows how to deal with one-on-one situations in the classroom and to plan and think about his / her work. On the other hand, in the process of presenting homework, the teacher knows that homework should be presented in accordance with the student's level. And have the flexibility not to be repetitive and not to bore the student. According to the results obtained, it can be acknowledged that these results are in line with the results (Lee, 2015; Rezi, 2016). Research findings in the field of ethics show that an effective teacher should have positive moral characteristics; That is, they have the following characteristics: kindness, fairness, respect for individual differences, and flexibility. In fact, an effective teacher has moral virtues that provide him with the right treatment for the students, which shows them that the teacher is respectfully interacting with them. And not only does he accept the individual differences in the characteristics of the students, but he always treats them fairly. The teacher also has the characteristic of being critical of the issues raised and adapting himself to the situation with the flexibility he has. According to the obtained results, it can be acknowledged that these results are in line with the results (Mohajeri, Sharif & Mohajeri, 2012; Karimi, 2008).

Findings of research in the discipline dimension show that an effective teacher is a teacher who in this regard has the characteristics of having mental order, regular knowledge, keeping promises and coming to class on time. In fact, an effective teacher is a teacher who has a certain order and classification about the knowledge he has about himself and knows exactly what he is presenting, on the other hand, an effective teacher must be about fulfilling the promise. The promises themselves make the necessary commitment to determine the student's assignment and to avoid multiple teacher behaviors. Finally, regarding disciplinary issues, in terms of timely attendance in the classroom, the teacher considers that timely attendance in the classroom and observance of disciplinary rules can be the best way to teach it to students, and this can also be the case. Indicate whether the effective teacher has sufficient motivation and importance to the teaching profession. According to the obtained results, it can be acknowledged that these results are in line with the results (Lee, 2015; Rezi, 2016; Mohajeri, Sharif & Mohajeri, 2012).

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