Conclusions

Although there is considerable congruence among the three most important stakeholders in the education system related to what a good teacher should not be like, there are some differences in their expectations. The teachers assess their unacceptable characteristics more frequently from the level of mission, seeing their career as one having a wider purpose. The parents and students, on the other hand, put more emphasis on the level of behaviour. They focus more strongly on the obvious demonstration of teachers' misbehaviour than to the deeper meanings and causes.

The limitations of the study include lack of anonymity as a side-effect of interviewing and cultural focus only on one country. However, the findings have relevance for teacher students, so they can explore and reflect on their profession from various levels of Korthagen's model and various stakeholders' perspectives. It is also useful for teachers' continuous professional development to take into consideration and to compare how parents, students and teachers view teachers' negative influence on the life in school. The results confirm that Korthagen's model can be applicable in the analysis of teachers' unacceptable characteristics.

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