

Teachers' Verbal Cues That Cause Students to Feel Various Emotions

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ABSTRACT This study aims to determine which statements of teachers cause the students to feel which kinds of emotions. For this purpose, a total of 122 primary school students were interviewed through a semi-structured interview form comprising of the twenty emotions in the Panas scale. According to the results, teachers' statements including humiliation, insult, rebuke, menace and accusation cause their students to feel negative emotions. However, teachers' statements including compliment, appreciation and encouragement cause their students to feel positive emotions. While all types of examinations cause the students to feel as interested, distressed, scared and irritable, teachers' acts of addressing as they declare the results of the exams cause the students to feel various positive and negative emotions. While some positive statements of teachers cause the students to feel negative emotions, some negative statements cause them to feel positive emotions. Results are discussed for school psychology.

INTRODUCTION

Today when material interests are preferred to all sorts of values and the characters of individuals degrade (Celik 2000), it is needed that teachers take the emotions of students into consideration more than ever. The emotions that the students feel and their emotion management skills is so affective a factor on their successes as IQ (Reeves 2005). It is assumed that students' being in positive emotions shall facilitate the efforts of teachers on the process of creating the desired behavior changes in addition to academic success of students. Subconscious emotion patterns which shall affect the students' future emotional relations and which shape their basic viewpoints on the world are created with

the effect of the experiences they have in their early family lives and their interactions with the environment. Particularly some of those emotion patterns may affect the relations between the teacher and the student negatively and changing those emotions is very difficult since many of them are originated from the subconscious (Landen 2002). Students' various emotions may have effect on their perceptions, attitudes and behaviors and all of them may indicate student achievement and teachers' attempts to make expected changes in students' behaviors. It is useful for those teachers who want to provide the students to be more successful and to give them the desired behaviors to know which of those emotions originated from deep structures in affective terms are influenced by which expressions the teachers use.

Emotions

Emotions are the feelings which are gained through the experiences gained against persons, objects or events and which make individuals ready to perform any behaviors (Weiss and Cropanzano 1996). It is an "action" that emerges with physiological changes in the feelings and

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mental attitude and explanatory behaviors (Barutcugil 2002). Emotions are tendencies in the form of situations of subjective feeling against events, consciousness and data processing, meaningful displays and behaviors, motivation and psychological reaction (Kaptagel-Illal 1984).

Emotions and Communication

The manner of expression of emotions is quite significant. In all works and communications displayed emotions have quite strong effect on other persons. The reason for this is the fact that displayed emotions serve as former of communication between sender and the receiver (Rafaeli and Sutton 1989). People display diversity in terms of skills of expressing their emotional intensity existing in their nature. Undoubtedly there are people who do not display their emotions practically. They seldom get annoyed, they never display anger.

Researches show us that emotions have great effect on learning. According to Antonacopoulou and Gabriel (2001), learning is one of the basic points of emotional and social development. On the other hand, emotions may both facilitate and prevent learning. Emotions and feelings of individuals create many attitudes related to learning and thus learning is realized. Positive emotions create motivation for cognitive processes using knowledge and experiences (Wang and Ahmed 2003). Thus it becomes a source for energy that will mobilize learning (Piaget 1981). Learning may not only be restricted to the process of analytic problem solving and data processing process, but learning is also an emotional process (Wang and Ahmed 2003). In order to enable learning to be created effectively, it is necessary that a very special relation should be established between the two persons, namely the teacher and the student. It is observed that offering communication and knowledge correctly and application of correct learning methods are significant concepts here.

Students' Emotions and School Life

School which is a new environment after the family is the first social institution in the life of the child. In this period attitudes of the family and the teacher are quite significant for the child to be successful in the primary school period

and in their later lives. Here the task of the teacher is to shape a new life and to enable the student to assimilate this life (Sama and Tarim 2007).

Emotions and Classroom Management

Class environment may be recognized as a micro group which is based on human relations and where people with different expectations and socioeconomic differences are together. Class teachers' knowing their students well and their awareness of the students' targets and expectations make it easy for the teachers to intervene in undesired situations effectively. Solutions that do not aim at changing negative behaviors and that do not affect the student positively may only postpone problematic behaviors (Cankaya 2011).

In effective class management, it is not a desired behavior for a teacher to pay effort only for preventing students' behaviors and provide students to sit silently. For an effective class management, it is necessary to create the relation order in the class together with the students, to emphasize on reasons of events rather than results of them, to consider physical, mental, emotional, sexual, ethical and other developmental characters of students, to expect behaviors convenient to the students' developmental levels from them, furthermore to pay significance to individual developmental characteristics of students as well and to apply a student-focused teaching (Ira 2004). Significant parts of the teachers' behaviors that cause students' misbehaviors in the classroom arise from incapacity of the teachers in human relations (Memisoglu 2005). This situation indicates that some part of students' misbehaviors is related to the teachers' behaviors in the classroom, expressions and communication skills as well.

Emotions and Communication in Classroom

Good management of the class by the teacher depends on his/her creating a healthy communication environment (Ispir 2002). Communication may be defined as the process of sharing thought, knowledge, emotion, attitude and skills in order to have change in behaviors (Ergin 1995) or the process of sending knowledge, thought, emotions and messages by people verbally for the purpose of affecting the behaviors and understanding of others (Fiscus and Mandeli 1997).

Sadik (2008) found that teachers perceive their overcoming strategies as preventive or improving, in order words positively, however, the students perceive the behaviors of their teachers as punishing, frightening and unjust. On this basis, it may be claimed that the methods used by teachers against undesired behaviors may be perceived differently by different students (Arslan et al. 2011). So, teachers should be aware of the perceptions of their students, and be attentive to their statements and choose the best way for coping with students' misbehaviors.

Children are very sensitive to praises and ridicules from adults, particularly from teachers. The degree of effectiveness and efficiency, namely success of a teacher is measured with the level and diversity of communication skills of that teacher with his/her students in its real meaning (Guclu 2003). Communication is quite significant in the success of the child, creation of learning environment in the class and class management. It was expressed that in the classes where the teacher is precise and planned, in the case he/she explains the rules and their results clearly, divides the students into equal groups and provides all students to participate in the lesson, non-preferred behaviors shall decrease and shall even be eliminated if the students desires so (Supaporn 2000).

Teachers' Statements and Students' Positive and Negative Emotions

Emotions are as significant as cognitive and behavioral elements in the processes of perception and attitude development of the students and direct their behaviors. Emotional aspect of the individual directs him/her in all relations and in adaptation of the environment. Feedbacks of teachers about the events affect the students and lead negative and positive emotions in them. According to the Affective Events Theory, individuals are affected by the emotional events in the past and at present and their perceptions, attitudes and behaviors are affected by them (Akdogan et al. 2005).

Teachers using expressions that make the students feel positive emotions and having them experience such experiences making them feel positive emotions lead to development of positive attitudes by the students toward their teacher, lessons and the school, increase of internal satisfaction while studying lesson at school and

outside the school and thus being more motivated to study lessons, being more successful in their lessons and display desired behaviors more frequently and decrease of emergence of undesired behaviors (Johnson and Johnson 1993; Hosgorur 2002; McNeely et al. 2002; Verkuyten and Thijs 2002; Brekelmans et al. 2002; Fredrickson and Joiner 2002; Booker 2004; Diamond and Aspinwall 2003). Teachers' expressions that make students feel negative emotions and the experiences that make them have negative emotions at school lead to development of negative attitudes by the students toward their teacher, lessons and the school, decrease of their loyalty toward the school, being more unsuccessful in their lessons and displaying undesired behaviors more frequently (Osterman 2000; Johnson 2009). Furthermore, teachers making feedback to students by using a negative language and awakening negative emotions are ineffective in creating desired behavior changes (Smith and King 2004).

Aim of the Study

The aim of this study is to determine which verbal statements of teachers cause students to feel which emotions. Studying on this matter is very important, because, students' various attitudes and behaviors towards their teachers, their school and their lessons are possibly stemmed from their emotions related to them. The emotions related to a focus may have an influence on students' perceptions, attitudes and behaviors towards that focus and various outcomes related to students' welfare and achievement may consequently be affected.

METHODOLOGY

Participants

The participants of this study are the students that were selected from the six primary schools at Gaziantep city in 2012-2013 academic years with convenience sampling method. A total of 122 students were accepted to participate in this study and these students were interviewed.

Data Collection Process

In this study, data were collected qualitatively through a semi-structured interview form. There were twenty items in this interview form corre-

sponding to the twenty items in the PANAS Scale (Watson et al. 1988). As it was in the PANAS Scale, ten of the items are related to the positive affect (interested, excited, strong, enthusiastic, proud, alert, inspired, determined, attentive, and active) and the other ten items are related to the negative affect (distressed, upset, guilty, scared, hostile, irritable, ashamed, nervous, jittery, and afraid). In each item the students were asked to respond the question of "which statements of your teachers cause you to feel as ... (for example, interested, distressed et al.)". For the validity of the interview form, the sketch of this form was controlled by a few specialists. After the necessary changes were made in this form, the selected students were interviewed according to this form. The researchers asked the questions to the selected students individually and recorded the answers of them. For the reliability of the qualitative analysis, specific notes were taken about the students' gestures while the interviews were recorded.

Data Analysis Process

Content analysis was performed for analyzing the interview records (Strauss and Corbin 1998; Yildirim and Simsek 2005). The words and the phrases were received through the semi structured interview form from the students about their teachers' statements that make them feel twenty affective states. For each affect (out of the twenty affects in the interview form), these statements were classified under the themes in terms of the commonly used words or phrases. In some items, these terms and phrases were also classified and discussed in the text under the main themes which indicate specific courses of action and acts of addressing. The frequency of each statement was given in the parentheses near the related statement.

RESULTS

The interview results of the positive emotions and negative emotions are given below separately with the main themes which imply the statements, behaviors and practices of their teachers. Although the questions were asked for each emotion requesting students' evaluations on the causes of their related emotion in terms of their teachers' verbal statements, students mentioned about various behaviors and

practices of their teachers together with verbal statements.

Positive Emotions

According to the results (Table 1), the teachers intending to apply written, oral exams or quizzes, giving homework, making surprise, having students play puzzles and various games and their expressions like "we are starting" cause the students to feel "interested". The teachers' using expressions including "let's see what you got from the examination", "stand up, we are going", "sit down" in the manner to cause excitement in students about the events to be experienced in the near future, making quiz without warning, being going to declare exam marks, applying survey, the lesson being free and the teacher's using expressions including "good" and "bravo" which express appreciation and praise make students feel "excited".

Expressions of teachers encouraging students and increasing their self confidence including "you are good" "you are hardworking", "you can success", and "I trust you" and teacher's using expressions including "good", "super", "excellent", "good mark" and "bravo" in the manner to appreciate and honor them make students feel "strong". Expressions encouraging students to perform works that the teacher would like and appreciate including "who wants to take the notebook", "who will solve this question" and "there is a question which shall give a plus", expressions of appreciation including "thank you" and "good" and teacher's expressions that would increase self confidence and self respect including "you can success", "you are clever, you will do it" and "this child will be a good man" encourage the student to do better and make students feel "enthusiastic".

Teachers' expressions that express praise and appreciation including "it is excellent", "wow this is a good mark", "a brain box", "you will have a good occupation when you grow up", "you are super", "you are a good child", "clever", "intelligent" and "successful" make students feel "proud". Teacher's expressions that force the students to act carefully and to keep his/her eyes open including "take the notebook", "distribute the papers", "collect the papers", "I will collect your exam papers", "attention", "look at here" and "listen well" and their expressions appreciating and encouraging them to be alert

Table 1: Students' positive emotions induced by teachers' specific expressions

<i>Emotions</i>	<i>Expressions</i>	<i>Emotions</i>	<i>Expressions</i>
<i>Interested</i>	surprise (5), game (10), puzzle (5), we are starting (10), oral exam (22), quiz (35), examination (22), homework (4),	<i>Alert</i>	take the notebook (5), distribute the papers (8), collect the papers (5), attention (6), look at here (5), listen well (6), I will collect your exam papers (4), shrewd (8), opportunist (8),
<i>Excited</i>	examination grade (10), free lesson (20), survey (5), sit down (6), stand up, we are going, (8), quiz without warning (18), good (21), bravo (20), let's see what you got from the examination (17),	<i>Inspired</i>	what would if we did this like this (15), logical (20), it would be better if we did this (9), you are painting beautiful pictures (19), good, you are super, (20), creative (20), mind (15), imagination (15), little clever (18),
<i>Strong</i>	you are good (10), you are hardworking (18), good (41), super (20), excellent (20), good mark, (22), bravo (20), you can success (5) I trust you (3)	<i>Determined</i>	OK (17), so be it (15), are you sure? (20), what is your final decision? (6), do what you like (8), great (9), you could not do better (3), you will receive minus (8), be careful (16),
<i>Enthusiastic</i>	who wants to take the notebook (15), who will solve this question (16), there is a question which shall give a plus (19), thank you (19), good, (21), you can success (26), you are clever, you will do it (16), this child will be a good man (7),	<i>Attentive</i>	be ready (36), attention (21), you attentive (15), write orderly (8), trust yourself, you can do it (8), pay significance to your work (11),
<i>Proud</i>	it is excellent (20), wow this is a good mark (19), a brain box (21), you will have a good occupation when you grow up (22), you are super (20), you are a good child (18), clever (23), intelligent (17), successful (24),	<i>Active</i>	you are energetic (20), there is potential (20), you are funny (10), don't give up (5), you can do it (18), you are clever (20), you will manage it (21), be calm (6),

Note: The numbers near the expressions are the frequencies of the students who referred to these expressions

including “shrewd” and “opportunist” make them feel “alert”. The expressions that teachers use for students expressing appreciation and praise including “logical”, “you are painting beautiful pictures”, “good, you are super”, “creative”, “mind”, “imagination”, “little clever” and expressions referring to guidance of the teacher for students through polite suggestions including “what would if we did this like this” and “would be better if we did this” make students feel “inspired”.

The expressions of teachers containing approval of the works that students perform and the decisions they make including “OK”, “so be it” and “do what you like”, containing expressions appreciation and praise including “great” and “you could not do better” provide students feedback meaning the approval of correctness of the works that students perform and continuing to do the same behaviors make them feel “determined”. The expressions of teachers including “Are you sure?” and “What is your final decision?” force the students to make a de-

cision on a certain issue and after making the decision going on the way for that issue determinedly and make students feel “determined”. The expressions of teachers including “you will receive minus” and “be careful” warn the students not to make a mistake and make them feel more “determined” to be more careful in the works they perform.

The expressions of teachers including “be ready”, “attention”, “write orderly” and “pay significance to your work” warn the students to behave carefully and make them feel “attentive”. The expressions of teachers specifying appreciation and positive expectations including, “you attentive” and “trust yourself, you can do it” force the students to deserve this appreciation and those positive expectations and make them feel “attentive”. The expressions of teachers specifying praise, appreciation and encouragement including “you are energetic”, “there is potential”, “you are funny”, “don't give up”, “you can do it”, “you are clever” and “you will manage it” make students feel “active”. Certain

warning expressions of teachers including “be calm” are perceived by some students as praise and make them feel “active”.

Negative Emotions

According to the results (Table 2), the teachers’ intention to make written, oral exams or quizzes and mentioning about issues including school report and homework causing distress in them, their expressions causing distress in them about whether the time would be sufficient in the examination or not including “time remained” and expressions of the teacher causing distress about further measures that the teacher would take including “don’t talk” make students feel “distressed”. The teacher’s expressions including “lazy”, “shut up”, “cheater”, “failed”, “low” and other expressions that express scolding and insulting and the students’ receiving bad mark from the examinations and expression of this situation in the classroom by the teacher make students feel themselves “upset”. Furthermore, teacher’ advising the students is reflected to the

students negatively and make them feel themselves “upset”.

Expressions that express the convictions and judgments of teachers that the students are guilty in certain issues including “thief”, “imprudent”, “trickster”, “cheater”, “liar”, “punished”, “thief”, “naughty” make students feel themselves “guilty”. Expressions of teachers expressing that the students should hurry up and cause them to panic when they are not ready enough including “the lesson is starting”, “the bell rang”, “the examination is starting”, “run”, “hurry up” and making written examination without warning make students feel “scared”. Use of affronting, insulting and scolding expressions by teachers including “imprudent”, “immoral”, “disable to listen”, “guilty”, “are you on the other side?” and “shut up” make students feel themselves “hostile” against their teachers. Expressions of teachers referring scolding including “you shut up”, “don’t chime in”, “go and sit” and “don’t intervene” and referring insulting including “imprudent behavior” and “you cannot understand”, their expressions referring of-

Table 2: Students’ negative emotions induced by teachers’ specific expressions

<i>Emotions</i>	<i>Expressions</i>	<i>Emotions</i>	<i>Expressions</i>
<i>Distressed</i>	examination (41), quiz (18), oral exam (30), time remained (16), don’t talk (10), school report (8), homework (6)	<i>Nervous</i>	you shut up (15), don’t chime in (15), imprudent behavior (20), go and sit (10), why did not do your homework (16), you cannot understand (10), don’t intervene (5), let me not wreak my anger on you (12),
<i>Upset</i>	low examination mark (19), lazy (15), scolding (20), I checked your examination, it is bad (21), shut up (6), cheater (20), failed (16), low (16), insulting expressions (8), advise (5)	<i>Ashamed</i>	spoiled (11), irresponsible (18), you rascal you (5), why did you do this? (15), I checked your examination, it is bad (11), naughty (19), clever (8),
<i>Guilty</i>	thief (10), imprudent (31), trickster (10), cheater, (23), liar (16), punished (20), thief (10), naughty (6)	<i>Jittery</i>	yours is wrong (15), your examination is bad (25), you don’t love me (12), then, go (5), I checked the examinations (5), you will be very surprised when you see the results (17), work harder (16), think well (16),
<i>Scared</i>	the lesson is starting (10), the bell rang (8), the examination is starting (45), run (12), hurry up (18), written examination without warning (20), imprudent (58), immoral (40),	<i>Irritable</i>	hey silence (10), why didn’t you do it? (19), examination (10), quiz (16), do you want me to give you a minus (16), it will be very bad (18), I fixated on you (20), contract (20), time to make a contract (18), would you like to sign a contract? (20), I will call your mother (5), do you want to receive disciplinary punishment? (7), I will give you minus (3), be afraid of me (18), why don’t you get on well with your friends? (6), go away (4),
<i>Hostile</i>	disable to listen (24), guilty (20), are you on the other side? (12), shut up (4)	<i>Afraid</i>	

Note: The numbers near the expressions are the frequencies of the students who referred to these expressions.

fending including "why did not do your homework?" and the expression referring threatening including "let me not wreak my anger on you" make students feel "nervous".

Expressions of teachers referring offending and judgment including "spoiled", "irresponsible", "you rascal you", "why did you do this?", "I checked your examination, it is bad" and "naughty" make the students feel themselves "ashamed". Furthermore the expression of teachers referring praise for the student which is "clever" causes the students to be abashed and to feel themselves "ashamed". The expressions of teachers containing negative criticism toward students including "yours is wrong" and "your examination is bad", their expressions referring scolding including "you don't love me" and their expressions including "then, go" and their expressions that make students worry including "I checked the examinations" and "you will be very surprised when you see the results" make them feel "jittery". Despite expressing positive advices, the expressions of teachers including "work harder" and "think well" again make them feel "jittery".

The expressions of teachers containing threatening including "why didn't you do it?", "it will be very bad" and "I fixated on you", the expressions containing scolding including "hey silence" and "why didn't you do it?" and the teachers' mentioning about "examination" or "quiz" make students feel "irritable". The expressions of teachers expressing threatening including "I will call your mother", "do you want to receive disciplinary punishment?", "I will give you minus", "be afraid of me" and the expressions referring to the student-parent-school contract and various expressions of scolding including "why don't you get on well with your friends?" and "go away" make students "afraid".

DISCUSSION

The positive emotions that the students feel and the positive experiences they have cause them to develop positive attitudes toward the focus that make them feel positive emotions and affect their motivations, academic successes and behaviors positively (McNeely et al. 2002; Verkuyten and Thijs 2002; Brekelmans et al. 2002; Booker 2004). And the negative emotions that the students feel and the negative experiences they have cause them to develop nega-

tive attitudes toward the focus that make them feel negative emotions and affect their motivations, academic successes and behaviors negatively (Osterman 2000; Johnson 2009). It is deemed useful for teachers who want to provide students to be happier at school and while studying outside the school, to be more motivated for studying and displaying positive behaviors, to increase their academic successes and to prevent emergence of undesired behaviors that they try to have students experience positive emotions and to avoid from expressions and behaviors that cause them to experience negative emotions. Within this scope, it is required to determine which situations that the students encounter, which expressions, which behaviors and which applications of teachers cause which emotions in students.

According to the results of this research, particularly the issues related to examination cause the students to experience various feelings. Making written examination, oral examination or quiz, declaring the examination marks and positive or negative expressions used by teachers while declaring the examination marks cause the students to experience various feelings. Examinations in the form of written examination, oral examination or quiz make students feel "interested", "distressed", "scared" and "irritable", declaring the examination marks make students feel "excited" and "jittery", bad examination results or bad expressions used by teachers while declaring the examination marks make students feel "upset", "ashamed" and "jittery", good examination marks make students feel "strong" and "proud".

The great significance paid for formal examinations in the Turkish education system, frequent use of examinations by the teachers as a means for threat, the fact that the only criterion to assess the students is the formal examinations cause the students to attribute too much significance to those examinations and to have very high exam anxiety. The students become more sensitive in emotional terms in such an issue which they attribute too much significance to and which they feel so distressed about, they may give very fast and sometimes severe emotional reactions, and feel several different emotions in complexity at the same time. The students' feeling very much "interested", "distressed", "scared", "irritable", "excited" and "jittery" due to those examinations or feeling very

much “upset”, “ashamed” and “jittery” when they receive negative results have the risk of affecting their academic successes and psychological welfare negatively. In this context, it is deemed useful for teachers to provide their students to develop more realistic perceptions on the real significance of those examinations in life and education and to give more moderate reactions and to declare the examination marks of students who get bad marks from examinations without insulting and discouraging them. Balci (1993), Karagoz et al. (1998), Sonmez (1994) and Uguroglu (1998) proposed solution suggestions for teachers for overcoming this process healthier. According to them, the teacher should distribute all sorts of homework and examination papers to the students following assessment, listen to their objections without getting annoyed, admit making mistake if he/she did any mistake and apologize if necessary. The teachers should determine the dates and times of examinations and delivery of homework together with students. A teacher acting in this manner can make students feel more positive emotions and thus a more positive relation can be developed between the teacher and the student. Development of “teacher-student” relations within the classroom and the school makes significant contributions to the increase of academic successes of the students (Brekelmans et al. 2002), to their development in emotional and psycho-social terms and the increase of their loyalty to the school (Osterman 2000; Gregoriadis and Tsigilis 2008). It is observed that an efficient class environment based on mutual trust is created in the classrooms of teachers who establish positive communication with students (Pianta 1997; Seker 2000).

Looking through the findings in general terms, teachers’ using an insulting and degrading language towards students or scolding them causes the students to feel “upset”, “guilty”, “hostile”, “nervous”, “jittery”, “irritable” and “afraid”. Teachers’ expressions containing or implying threat cause the students to feel “nervous”, “irritable” and “afraid”. Teachers’ using an offending and judging language towards students causes the students to feel “guilty”, “hostile”, “nervous” and “ashamed”. In order to prevent those students to feel those negative emotions, it is deemed useful for teachers to try to establish a healthy teacher-student relation, to create a positive communication environment

and a warm class climate. Various expressions of teachers that causes emergence of negative emotions in students affect teacher-student relations negatively and may lead to creation of a negative class climate. In consistency with the above findings, Gordon (1993) states that teachers should avoid from expressions containing “ridiculing”, “warning”, “threatening”, “criticizing” and “offending” which prevent creation of positive communication in order to enable teachers to develop positive communication with their students.

Teachers’ expressions containing praise, appreciation and encouragement are perceived by the students as they are supported by their teachers and increase their self confidence and self respect and make them feel themselves “strong”, “enthusiastic”, “proud”, “inspired” and “active”. Similarly the findings of various previous studies indicate that the expressions and behaviors which cause the students to perceive that they are supported by their teachers increase the loyalty of students to the school (Osterman 2000), and teachers’ using expressions full of love causes students to gain more satisfaction from the schools (Verkuyten and Thijs 2002). According to Osterman (2000), if the students having negative experiences with their teachers receive messages that they are not valuable and that their behaviors are not accepted, their loyalty to school decreases as well. Also it becomes more difficult for the students who feel that they are not accepted but excluded to internalize positive social behaviors; and the probability for them to adopt behaviors to leave the school and aggression increases.

Certain expressions assessed by teachers as positive and sometimes used by them for the benefit of students may cause the students to feel negative emotions. For example “advising” of teachers to the students may cause them to feel themselves “upset”, saying the students “work harder” and “think well” may cause them to feel themselves “jittery”. As stated by Gordon (1993), advising of teachers to the students, giving moralizing lessons, offering solutions and suggestions is sometimes perceived negatively by the students and leads to obstacles before the communication between the teacher and the student. According to the results of the research, the expressions selected by teachers from time to time while warning the students are perceived by the students as a positive feedback and make

them feel positive emotions. For example the teacher saying "be calm" is perceived by the student as a positive feedback that he is active and lively and makes him/her feel "active". Such expressions that make one feel emotions contrary to the expected or the messages given by the teacher while saying those expressions through body language do not have the chance to create any desired behavioral change in the students. Furthermore, even the students are made feel negative emotions and desired behavioral change is created, those behaviors may not be permanent or the students may develop negative attitudes to the teacher causing them to feel negative emotions. In order the above warnings made by the teachers and the feedback given by them to achieve the targeted purpose, it is useful to select the expressions used carefully and correctly and to use the body language correctly to serve for the targeted purpose of the expressions. Similarly, in the researches performed by Sadik (2008) and Arslan et al. (2011), it was found that the behaviors of teachers and the expressions they use are perceived differently by different students and that those behaviors and expressions had the effect contrary to the effect intended by the teacher in some students.

CONCLUSION

The findings acquired from this study give clues to school administrators and teachers about what is to be considered in the management of emotions and behaviors of students. According to the results of this research, various expressions used by teachers and certain emotional marks that affect the perceptions of students while using those expressions cause the students to feel different emotions. Positive or negative emotions felt by the students may lead them to display different emotional reactions to their teachers, school and lessons and to develop various positive or negative attitudes. In order the students to develop positive attitudes and thus to be more successful, it is useful that teachers try to use expressions that create positive emotions in the students and avoid expressions that create negative emotions. Particularly in situations that distress the students and make them more tended to feel negative emotions including making examination and time of declaring the examination results it is deemed

useful for teachers to be more careful about the expressions they use and select such expressions that would create positive emotions in the students.

RECOMMENDATIONS

Further studies can be performed for determining the mechanisms and processes which cause students to feel various emotions as a result of the various statements of their teachers. The causal mechanisms and processes of these emotions and also the outcomes of these emotions can be studied in terms of the other factors such as the statements and actions of managers, parents and other students, besides the statements of teachers, both qualitatively and quantitatively for developing a comprehensive model on the causes and outcomes of students' various emotions.

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