

According to Former School Students' Viewpoints, What Aspects Turn a Bad Teacher into a Good Teacher?

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ABSTRACT In this paper, it has been attempted to depict the teacher profile students most prefer, based on their views of teachers whom they have met throughout their educational life and consider them in their minds as being good and bad teachers. Data for the study, which has been designed within the survey model, has been compiled through view forms from 30 teacher candidates currently enrolled at Mugla Sitki Kocman University's Faculty of Education, Guidance and Psychological Counseling program. According to the findings attained from the study, students are more affected by their teachers' social behaviors in comparison to their instructional behaviors. Students prefer teachers who value them, establish effective communication with them, who are interested in their problems and have an equalitarian and democratic attitude, as well as teachers who use methods and techniques which are appropriate for their educational level and can increase their motivation, who love their jobs, carry out their duties in an enjoyable and principled manner and have a command of their areas.

INTRODUCTION

One subject that is more important than the need for teachers which are experienced in the quantitative sense, is the need for teachers who are skilled, devoted to their profession, are aware of their role and make every effort to accomplish it (Can 2010). The general understanding that teachers are not able to acquire the knowledge and skills they need in order to effectively carry out their profession from teacher training programs, has made the issue of training qualified teachers one of the most studied subject areas. Reforming teacher training programs is the key to improve teacher quality (Rotherham and Mitchell 2014). There are many studies on policies (Bolyard and Moyer-Packenham 2008; Ingvarson and Rowe 2008; Leon 2013; McArdle 2010; Paulson and Marchant 2011; Hodgman 2012; Tucker 2012; Winters and Cowen 2013) and also on an implications (Dana 2010; Heck and Mahoe 2010; Rimm-Kaufman and Hamre 2010; O'Meara 2011; Stewart 2011; Fuller and Ladd 2013; Hilton et al. 2013; Goh 2014) level. Nevertheless, a consensus has still not been established in terms of who qualified teachers are and how they are trained (Hodg-

man 2012). However, studies conducted on teacher behaviors show that the individual's characteristics, and the teaching strategies they use make a difference in their students' success (Blanton et al. 2006; Erdogdu 2007; Lunenburg and Irby 2011; Jacob 2012). This adds more responsibility for teacher training programs in terms of training teachers who can provide effective learning for all students (Sandholtz 2011).

Effective Teacher Behaviors

The qualifications which effective teachers should have can be classified as professional and personal qualifications (Moreno 2009). The professional qualifications which teachers should have for effective teaching can be listed as the ability to plan teaching activities, making use of appropriate methods and techniques, establishing effective communication, having effective class management skills, managing time effectively, teaching through appropriate methods and objective evaluation and effective guidance (Demirel 1999). Of course, achieving the desired success in these issues requires teachers to have an accumulation of knowledge both in their areas and in general culture and they need to adopt a lifelong learning approach and to also constantly develop this knowledge accumulation (Sonmez 2000). Modern learning theories include making the students' role in learn-

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ing more effective. In order for learning to be effective, the planned class activities need to be individualized and the students should be keen on acquiring the skills, in terms of the situations they may prefer to be in (Sahinel 2003). This means that, variation should be created both in the methods and techniques the teachers will be using, and taking into consideration the characteristics of the students, the subject and the learning environment. One of the main reasons why the desired success is not achieved in the teaching activities carried out, is the insistence of teachers to use the same teaching methods they are currently using, instead of making appropriate changes in accordance with the students' learning style and speed of learning (Karakaya 2004).

The classroom is a social arena where teachers and students perform in front of everyone, and in order for teachers to be able to work effectively in such an environment, they need to have certain individual qualities, such as having an awareness and sensitivity to allow students not to feel under threat and to feel secure (Macrae 1998). Teachers' skills related to coping with relationships are an indication of their social competence level (Karsli and Guven 2011). Students observe their teachers' social behaviors during the activities in class and acquire certain beliefs related to their personalities and attitude towards the students over a short period of time. As these beliefs do not change easily, they are also effective both in the students' personalities and their learning (Kucukahmet 2002). Before anything else, presenting a democratic and reliable environment to the students in all kinds of implication and evaluation activity related to teaching in class, will support their learning and increase their success (Polat 2009). Enabling the students to acquire scientific thinking and behavior, treating them neutrally and approaching them with an equalitarian attitude, are important in terms of democratic education (Karakutuk 2001). The dominance of teaching and authoritarian discipline create anxiety in students and prevent learning (Kilicci 2000). Teachers need to deal with all kinds of problems which prevent learning for the students. Some of the problems the students experience may not be related to school, however their effects are felt in the school environment and learning may become impossible for students who experience problems in their social relationships (Macrae 1998). Therefore, an effective

teacher role requires dealing with the students' problems, both in class and their private lives, with patience and compassion (Moreno 2009).

In literature, while studies related to the qualifications of teachers focus more on how qualified a teacher should be (Drvodelic and Rajic 2011; Hosgorur 2012), there are not many studies which deal with what a teacher needs to 'avoid doing', in order to be a good teacher. In a study conducted by Foote et al. (2000), the characteristics of bad high-school teachers was attempted to be identified. According to that study, it was seen that bad teachers come to class unprepared, do not have sufficient knowledge in their areas, do not develop themselves, use a straight narration method in general, and teach lessons unwillingly, without energy, work untidily, do not use language accurately, are sloppy in their appearance, do not have clearly defined rules in class, yell at the students or just let them do whatever they want, and avoid establishing close communication with students in school or outside school. In Dilekmen's study (2011), conducted with elementary school teachers, negative behaviors displayed by teachers were classified into six groups as physical violence, verbal violence, constantly displaying irritable behaviors, weakness in class management and class failures pertaining to instruction and other.

Purpose of the Study

In this study, it has been attempted to depict the teacher profile that students prefer, based on their views on teachers which they have met throughout their educational lives and in their minds, consider them as good and bad teachers. Within the scope of this purpose, the answers to the following questions have been sought:

- ♦ What are the behaviors displayed by bad teachers, according to the students?
- ♦ What are the behaviors displayed by good teachers, according to the students?

METHODOLOGY

The study has been designed as a survey model. In the study, a qualitative approach has been adopted. Data has been compiled through a semi-structured view form prepared by the researcher.

Study Group

The study group for this research consists of 30 students enrolled in the Mugla Sitki Kocman University's Faculty of Education Educational Sciences Department Guidance and Psychological Counseling program, in the 2012-2013 education year, spring semester. Of the students who participated in the study, 17 were female and 13 were male. The application has been carried out as a part of the Educational Philosophy course, conducted by the researcher for the duration of a single course (50 minutes). The reason why freshman students have been chosen is that, their knowledge in terms of remembering their elementary and secondary school life is relatively fresher, in comparison to the students in more senior years. In the selection of freshman students from the Guidance and Psychological Counseling program, the fact that the researcher-conducted a course in this program and therefore had easy access to these students, made it quite effective. In addition, it was considered that the students would therefore take part in the study with a more serious attitude. What's more, it was considered that the context of the Educational Philosophy course would contribute to the students' evaluation of their teachers' understanding of education and thus, the quality of the evaluations would increase. Therefore, the application was carried out during the 12th week, which was closer to the end of the 14 week semester period.

Data Compilation Tool and Analysis of Data

In the study, for the purpose of depicting the characteristics related to the phenomenon studied, a form was applied which consists of two open ended questions. According to this form, the students were asked to depict in detail, the behaviors of teachers whom they remember as (1) the worst teacher and (2) the best teacher and how they affected them, based on their impressions from elementary, middle and/or high school life. In addition, the students were asked to include information about these teachers' subject area and gender as well. In order to allow students to write their views without apprehension, they were instructed not to write their names on the forms. The prepared form was evaluated by two experts in the area to be tested, for the purpose of assessing appropriateness and clarity.

In accordance with their suggestions, the final version of the form was realized.

Inductive content analysis technique was used to analyze the data gathered from the forms. Firstly, the forms have been transferred to the detailed interview forms as they were. After data was coded, the themes which came to the fore from the codes were identified. Within the scope of these themes, the repetition frequencies of teacher behaviors classified were analyzed, and their frequency determined. In order to make the compiled data reliable, another area expert carried out identical analysis, independent from the researcher. After differences between the two were discussed, the agreed data results were presented. The reliability of the data was measured using the Miles and Huberman's (1994) Consensus / (Consensus + Dissensus) x 100 formula. The reliability between the researcher and the area expert was determined as 94 percent.

RESULTS

The findings of the study have been presented within the scope of the themes that arose in relation to the behaviors of teachers perceived as bad and good. The findings related to bad teacher behaviors were compiled under three themes; social, instructional, and non-ethical behaviors. The findings related to good teacher behaviors were compiled under two themes; social, and instructional. It was determined which students expressed which behaviors by using the registration number of the students' view forms. Thus, the researchers were able to follow all of the behaviors related to the same teacher. The behaviors are presented in accordance to decreasing frequency of repetition. In direct citations, the student view form number, the school level of the evaluated teacher and the teacher's subject area (for instance, 24, Middle School, Turkish Teacher) has been stated.

Findings Related to the Behaviors Displayed by Bad Teachers

The narration of the students in relation to the teachers they perceived as bad are presented below under themes: social, instructional, and non-ethical behavior.

When Table 1 was analyzed, the most observed social behavior in bad teachers, according to their students, is an excessive authoritarian-

ian attitude (f=6). In addition to this, four participating students stated that their teachers do not wish to spend time with them outside school hours in a social activity. Some students have even stated that, when they come across their teachers outside school, they even avoided saying hello. Other than these behaviors, the students complained about teachers who are nervous all the time, make them feel not liked, interfere excessively with their clothes and appearance, and are not authoritative (f=2 for each behavior).

Table 1: Social behaviors displayed by bad teachers

Behavior	Student no.
1. Displaying excessive authoritarian attitude	2, 6, 9, 13, 25, 26
2. Not wanting to establish communication outside school	6, 7, 19, 30
3. Not being authoritative	3, 10
4. Being nervous	16, 25
5. Not liking children/students	19, 24
6. Interfering excessively with the students' clothing style and appearance	25, 26
7. Not getting along well with people	5
8. Not being able to provide guidance	10
9. Being arrogant	12
10. Not liking teaching	19

Some of the views of students who do not like their teachers' social behaviors are presented below:

... In this teacher's class, we would feel at a loss as whether or not to raise our hand, because he would sometimes make fun of what we said and the vocabulary we used. We knew that he did not like us. He wouldn't even spare us a smile. Our teacher would go on teaching the subjects as if we were not there, he would not care about us... (24, Middle School, Turkish Teacher)

... There would be utter silence in the class. He was extremely disciplined and normative. When we had to talk about a subject, he would immediately scorn us if we were not good at it... He would get mad; reprimand us if he did not like our appearance. He would even get mad if we changed our seats during the class. I did not want to go to school because of this teacher... (25, High-School, History Teacher)

... She would not like anyone's appearance in the class. She would always criticize how we looked in every class. Everything about us was wrong in her opinion: skirts, hair, nails... I remember her cutting one of my classmate's hair one day... (26, High-School, Chemistry Teacher)

Table 2: Instructional behaviors displayed by bad teachers

Behavior	Student no.
1. Not being adequate in teaching methods and techniques	17, 18, 19, 20, 22, 23, 24, 27, 30
2. Not spending the required effort for teaching	3, 7, 11, 19, 22, 26, 29, 30
3. Using a teaching method based on memorization	6, 7, 10, 15, 19, 23
4. Not being able to control tone of voice	2, 11, 20
5. Being inadequate in terms of measurement and evaluation techniques	15, 19, 20,
6. Not having sufficient knowledge on the subject-area	17, 20, 27
7. Not being able to arrange the context of the subjects in accordance with the readiness state of the students	1, 18
8. Not being able to teach the subjects in an understandable manner	2, 3
9. Not rewarding success	7, 19
10. Not attending classes regularly	15
11. Being inadequate in terms of general knowledge	23

The instructional behaviors of teachers which their students defined as "bad" are given in Table 2. According to the table, nine students stated that their teachers were inadequate in terms of teaching methods and techniques. A similar number of students (f=8) thought that their teachers did not display those behaviors for teaching activities in a sufficient manner. Another instructional behavior about which the students did not feel satisfied is that their teachers adopted instruction based on memorization (f=6). Besides these behaviors, three students stated that their teachers were inadequate in terms of subject area knowledge, measurement and evaluation techniques and were not able to control their tone of voice. Some of the views of the students are as follows:

...He was an indifferent teacher in terms of teaching us things. He would sit at his desk as soon as stepping into the class, take the attendance and open the book. He would start reading the book thinking he was teaching and then would close the book. When he wanted to write something on the board, he would not even get up and do this sitting down and reaching the board from his seat. His tone of voice was very low and this made listening to the subject unbearable. (11, High-School, Chemistry Teacher)

... She would expect us to solve very difficult problems without teaching us the subject appropriately. We had trouble understanding what she said, but our teacher expected us to act like a genius... (18, High-School, Chemistry Teacher)

... He would expect us to memorize everything. Our teacher would not want to see a single wrong word or comment on the exam papers..... I can say that, he only taught us how to read and write. That's all. He would give us a writing task and would deal with other things in class. It was pretty obvious that he was doing this without liking it... (19, Elementary School Teacher)

When Table 3 is analyzed, it can be seen that almost all of the unethical behaviors of their teachers which have left negative opinions in the students' minds, are related to the social behaviors of the teachers. The most frequently seen behavior among these (f=8) is the discriminating attitude of the teachers between the students.

Table 3: Unethical behaviors displayed by bad teachers

Behavior	Student no.
1. Discrimination (between the students)	1, 12, 15, 18, 21, 28, 29, 30
2. Displaying contemptuous behavior	7, 8, 9, 12, 24, 28
3. Insulting	5, 7, 8, 12, 20
4. Applying physical violence	5, 9, 13, 16, 19
5. Discrimination (political views)	4, 9
6. Discrimination (religion)	9, 14
7. Discrimination (ethnicity)	9, 29
8. Being late to class	15, 24
9. Threatening with grades	17, 20
10. Making fun of students' physical characteristics	6, 9
11. Attempting to force own political views on the students	

Six students stated that their teachers displayed contemptuous behaviors towards them in class. Another striking finding is that, the students stated having experienced physical violence and insults (both, f=5) from their teachers. The most stunning aspect of the finding is that, all of the teachers who applied physical violence on the students were elementary school teachers.

...Our teacher would discriminate between the students. She had a few students whom she treated like her pet. While we would be copying the information on the board, she would chat with those two students at her desk. One day, I gathered up enough courage to ask why they were not writing and our teacher told me that they already knew that subject... (1, Elementary School Teacher)

...His understanding of education was based on beating. He would constantly insult the students. Even after that teacher left our school, I felt apprehensive about raising my hand in class. He left no self-esteem in any of us... (5, Elementary School Teacher)

...He was a stern and normative teacher, who thought that he could discipline the students through beating. He would not respect our opinions and would try to force us into accepting his views. He displayed behavior which could be defined as racist and discriminative. Since we were scared in class, we were not able to learn properly. He would try to force us into adopting his own political views... (9, Elementary School Teacher)

Findings Related to the Behavior Displayed by Good Teachers

The students' narrations on the behaviors of teachers which they remember as being good are presented below under the social and instructional themes.

According to Table 4, the most observed behaviors by the students about their teachers (f=8) are friendliness and showing an interest in the students' problems. A similar number of students (f=7) stated that some teachers organized activities outside school as well. The most frequently stated good teacher characteristics were: being equalitarian (f=6), having goodcommunication skills (f=5), being just (f=4), and being authoritative (f=4).

Table 4: Social behaviors displayed by good teachers

Behavior	Student no.
1. Being interested in the students' problems	1, 3, 7, 9, 13, 19, 20, 22
2. Acting like a friend	2, 3, 5, 6, 7, 11, 12, 28
3. Organizing activities outside school	3, 5, 13, 14, 19, 24, 30
4. Being equalitarian	6, 7, 9, 14, 22, 24
5. Having good communication skills	5, 7, 8, 10, 25
6. Being authoritative	6, 7, 10, 11
7. Being just	6, 7, 20, 30
8. Being selfless	3, 7, 23
9. Being loving	3, 20, 26
10. Giving advice	4, 17, 28
11. Respecting different views	2, 9
12. Being social	2, 19
13. Having good communication with the parents	3, 20
14. Being able to solve problems	5, 9
15. Being a leader	5, 28
16. Having a sense of humor	8, 22
17. Being a humanist	9, 19
18. Having a good heart	12, 16
19. Valuing the students	13, 14
20. Being flexible/moderate	9

Some of the views of the students are as follows:

...This teacher was just in the class. He had the same distance between all students and would not discriminate between us.....He was like a friend to the students in terms of communication, but would keep an authoritative attitude during class. (6, Elementary School Teacher).

...Our teacher taught us to value all people regardless of their language, religion and gender. She would tell us that alienating different people would result in raising problematic people. She would act accordingly. Her flexible and moderate approach and not being stern and normative were among the characteristics which most affected me. She would always listen to our problems and would do her best to help... (9, Elementary School Teacher).

...Our teacher was socially very active. He would spend a great deal of effort for us to be the same. He would organize activities with us outside school (e.g. concerts, cinema and theatre days). He was never just focused only on teaching subjects; it was more important for him to listen to students' problems rather than teach-

ing a lesson. He never punished us, because he was a humanist. He loved everyone just because they were human... (19, High-School, Literature Teacher).

When Table 5 is analyzed, it can be seen that the most effective instructional behavior of teachers, according to the students, is the teachers' command of teaching methods and techniques (f=11). In addition to this, the students stated that good teachers are successful in motivating their students (f=9) and teaching their lessons in an interactive manner (f=9). Seven students found their teachers' teaching impressive and stated that their teachers showed an interest in all of the students separately. The behaviors most emphasized by the students in terms of instructional behaviors, is their teachers' having a command of their area (f=5), giving homework and feedback to the students by marking it (f=5) and taking into consideration the readiness level of the students during the lesson (f=4).

Table 5: Instructional behaviors displayed by good teachers

Behavior	Student no.
1. Having a command of teaching methods and techniques	3, 6, 11, 12, 21, 22, 23, 24, 25, 26, 27
2. Teaching in an interactive manner	6, 8, 18, 20, 21, 22, 24, 26, 27
3. Being successful in motivating students in the lesson	14, 15, 16, 17, 18, 21, 25, 26, 30
4. Showing interest to all students individually	3, 7, 12, 14, 15, 16, 30
5. Having an impressive instruction	2, 8, 9, 15, 17, 25
6. Having a command of his/her area	2, 6, 12, 21, 29
7. Giving homework and marking it	6, 10, 11, 15, 18
8. Teaching in accordance with the student readiness	13, 22, 24, 26
9. Having a good knowledge of general culture	2, 23, 29
10. Acting in accordance with individual differences	3, 5, 14
11. Giving group work	13, 15, 25
12. Giving importance to practice	13, 23, 27
13. Using body language effectively	11

Some of the views of the students are as follows:
...She would assign us group work in class. She would value each of us separately and show interest. She would teach the lessons in a manner that would allow all of us to understand.

She would organize activities about the subjects and allow us to learn by observing our environment... (13, Elementary School Teacher)

...I would always look forward to Literature classes. The lessons would be very much fun and our teacher would not just give us boring information. He had a different style from the other teachers; we would all listen to our teacher with a great interest. We never got bored... (17, High-School, Literature Teacher)

...Our teacher would teach us even the most difficult lessons in a way that we could understand easily and consolidated them with examples. There was a sense of a friendly competition in the class; we would compete against each other to solve problems. I had never thought that math could be that enjoyable... (26, High-School, Mathematics Teacher)

DISCUSSION

The students' narrations about the behaviors of teachers that they selected as good and bad examples have been interpreted within the scope of themes of social, instructional and unethical behaviors for bad teachers and themes of social and instructional behaviors for good teachers. The personality characteristics of the teachers and their behaviors related to social skills and attitudes have been classified as social behaviors. When the teachers' unethical behaviors were analyzed, it has been seen that a majority of these carry a social behavior quality. In this respect, it may be stated that a majority of the teacher behaviors which the students did not feel satisfied with, have to do with their social behaviors. When the concepts put forward by the students about the good teachers' behaviors were analyzed, it has been seen that the students talk twice as much about social behavior in comparison to instructional behavior. This may be interpreted as the students' narrations and the focus points on good and bad teacher behaviors are in line with each other and complement each other. It is apparent that the students give more importance to the quality of the teachers' social behaviors rather than instructional behaviors. For instance, the students state that they felt a discomfort about their teachers' not wanting to spend time with them outside school has been considered as an indication of the fact that they do not wish to limit their relationships with their teachers only to an educa-

tional relationship. Khandelwal's (2009) study conducted on university students shows that, students even in higher education regard behaviors such as showing interest in spending time with them outside school and having an equalitarian understanding, as effective teacher behaviors. The students' following narration about one good and one bad teacher support this inference as well:

...I cannot say that he/she was very skilled in teaching the lessons, but he/she played a great role in my success in geometry class, because he/she had very good intentions. He/she would show an interest in each one of us individually. He/she would want all the students to be good and successful in their lessons and would do everything to accomplish this... (16, High-School, Mathematics Teacher)

...She would teach the lessons very well, would make us all listen. But there was nothing about our teacher that was humanitarian. She would discriminate between the students and treat the ones she liked well and the others badly. She was very arrogant and always had this attitude of I know the best. She would treat us in a very offending and oppressive manner... (12, High-School, Geography Teacher)

The most complained about aspect of their bad teachers by the students who participated in the study is their teachers' methods and techniques of sharing the knowledge they have, rather than their inadequacy in their related fields. Another concept which comes to the fore about bad teachers is discrimination. According to the students, besides sometimes displaying discriminative behaviors towards those whom they think are more successful than themselves and sometimes baseless discriminative acts in their opinion, the teachers also displayed discriminative attitudes in terms of political views, religion and ethnicity. Altinkurt and Yilmaz (2011) stated in their study that, the most unethical behavior displayed by teachers is discriminating between the students in terms of their academic success. Gokce's study (2013) on university students in Turkey shows that, higher education students also experience discrimination for similar reasons (religious and political views, ethnicity, gender, appearance and clothes, academic success, etc.). However, according to the narrations about the behaviors of good teachers, the students prefer those teachers who show them individual interest and have an equalitarian approach. In order

for students to be individuals who adopt democratic values and display these with their thoughts and behaviors, firstly teachers are needed who are able to organize the events in class by believing in and living these values (Can 2004). Peter et al. (2012) have shown in their study that, the academic success levels of students who believe that their teachers are displaying just behaviors are positively affected by these behaviors.

Besides discrimination, students who are subjected to contemptuous behaviors, insults and physical violence stated that they have had a hard time putting the effects of these behaviors behind them. Gozutok (1999) has shown in her study that, teachers' applications of physical punishments and taking sides in their relationships with their students are behaviors sometimes observed. Apaydin and Seckin (2013) arrived at the conclusion that teachers display uncivilized behaviors which involve violence, but mostly shouting and swearing. Bulut (2008) stated that physical violence applied by teachers on the students takes place mostly during classes, while Gozutok et al. (2006) stated that teachers who resort to physical violence are rather people who are inadequate at their profession and have problems in their personal lives. According to the findings of this study, teachers do not even abstain from applying physical violence to elementary school students. The following quotations can be given as examples to the effects of these behaviors on students:

... Because of my family's political views, my teacher pressured me and my family for me to be enrolled at another school. In the end, I had to leave my school and start at another one. I still carry the marks of this event. If I did not have that teacher back then, I could have been another person and live a much better life. I have never been able to forgive that teacher. (4, Elementary School Teacher)

... I have never been able to understand why my teacher did not like me. I was a little child, what could I have possibly done to leave a bad impression on him? I still hate class teachers. What my teacher told me about how he feels about me at that time was too heavy for me; I still carry its marks... (28, Elementary School Teacher)

Based on their narrations of their teachers' behaviors, the students do not like excessively-authoritative behavior, but they also do not pre-

fer teachers who have no authority at all, either. On the contrary, they have stated being authoritative among the characteristics of good teachers. Ozgan and Yilmaz (2009) stated in their study that one of the most important deficiencies of teachers in classroom management is their inability to establish control. The students in their narrations related to good teachers, state that these teachers approached them as a friend, but have made their students feel their authority during class. Vlad and Ciascai (2014) also found out in their study that some students think that ideal teachers should show their superiority. In this light, it may be stated that the students are positively affected by a balanced authoritative attitude.

CONCLUSION

The students are more affected by their teachers' social behaviors than their instructional behaviors. They prefer teachers, who can establish a healthy relationship with them, show an interest in their problems, have an equalitarian and democratic understanding of management and give them importance and value just like their friends. About their teachers' instructional behaviors in class, the students think that teachers who make them feel that they are aware of their existence, use the correct teaching methods and techniques, and motivate them effectively to follow the lesson, are more effective.

RECOMMENDATIONS

In teacher training institutions, more importance should be given to developing students' social skills. Among the courses planned with this purpose, weight should be given to those which will in particular help to develop teacher candidates' empathy skills, raise their awareness in terms of human rights and the adoption of democratic values. In order to enable teacher candidates to develop a positive attitude toward their profession and students, and to acquire effective qualifications in terms of their profession, universities' should cooperate with schools, to be able to provide interaction between the candidates and the teachers with success stories in those schools.

Data for this study has been compiled using written view forms from teacher candidates in their freshman year in the faculty of education. A

similar study may be repeated on elementary and secondary school students and more detailed information may be compiled in relation to the students' lives. A study designed in this manner will enable students' expectations from their teachers to be identified, unique to each education level.

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