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NEGATIVE TEACHER BEHAVIORS FROM WHICH TEACHER CANDIDATES ARE AFFECTED

Abstract:

Teachers who are beginner in their duty sometimes imitate the behaviors of their teachers under some circumstances. For this reason, negative teacher behaviors from which the teacher candidates are affected can give a hint about their future behaviors. In this research, the aim was to determine the negative teacher behaviors from which the students having education in senior class of education faculty are being affected. In the research phenomology pattern (among the qualitative research patterns) was used. The research group consists of 142 students taking class management lesson in music, special education, science and Turkish sections. 103 of the students were female and 39 were male. Students mentioned negative behavior mostly from their class teacher (60) and secondly from their math teacher (19). By force of the lesson, students were asked to write the negative teacher behavior which most affected them during their education before university. The answers of students were analyzed by content analysis. As a result of the content analysis, 22 negative teacher behavior affecting teacher candidates were determined. These behaviors are classified under vocational insufficiency and violence categories. Violence category was also divided into three themes: physical, psychological and passive aggression. Teacher candidates stated that they were ashamed and affected more when they were exposed to teacher violence in front of other students.

Keywords:

teacher, teacher candidate, negative teacher behavior

JEL Classification: A20

Introduction

In healthily functioning schools, high and yet achievable academic objectives are set towards the aim of boosting students' level of success. In such schools, learning environments are orderly and secured; teachers believe in the success of their students; students study diligently for their lessons and academically brilliant students are always appreciated (Özdemir, Sezgin, Şirin, Karip, & Erkan, 2010). In such schools, an effective teacher is the one who assists students in learning on the same page with practiced program objectives (Erden, 2005). One of the most significant teacher traits that gives meaning to teacher competencies is loving and believing in his/her students (Aydın, 2005). That explains why the teacher should initiate assisting the students through developing confidence and trust-based relations with the pupils. In the absence of mutual respect and trust in class environment, the teacher can, under no circumstances, act as a leader in the process of teaching. Mutual trust on the other hand can be strengthened via teacher-student cooperation and appropriate practice of direct or indirect leaning models (Borich, 2014).

In any setting where learning occurs, the presence of a positive atmosphere bears utmost significance. Students should be eager to meet the class hour (Evertson & Emmer, 2013). Students should, instead of any settings that create anxiety, disillusionment or fear, be engaged in academic tasks that awaken excitement, joy and enthusiasm. Once students associate academic topics with pleasant feelings then they are more inclined to maintain the academic studies on their own. If the assignment or teacher is associated with punishment, humiliation, failure or disillusionment the school and courses may turn into sources of extreme anxiety (Ormrod, 2013). Students are in need of hoping to learn new things, to obtain assistance against potential challenges and acquire support for their attempts. Teachers can, via inoculating positive expectations to students and praising and granting awards if they perform exceptionally well, further improve such atmosphere (Evertson & Emmer, 2013).

The educators widely advocate the idea that school should be recognized as a place in which students experience achievement rather than failure. The teacher should provide the essential resources and assistance to enable the students to successfully fulfill their in-class tasks. Once they set challenging tasks that demand to be completed in class, the teacher should then pay attention to taking exclusive measures. For instance when the teacher asks oral presentations in class, s/he should provide the students definite and clear suggestions on the hows and whys of oral-presentation to create a positive reaction towards the presenter student (Ormrod, 2013). A teacher can, by transferring his/her positive expectations, lay the basis for students' embracement with new tasks and sense of achievement of new targets. Once students are assured that their teachers believe in his/her capacity, students shall place even greater efforts to their tasks (Evertson & Emmer, 2013).

In order for each and every single student to put all his/her energy to the process of learning, it matters crucially to create an atmosphere of mutual -respect where the student is accepted and comforted. The kind of assessment methods in which the one receiving the highest grade is regarded as the best and the one with the lowest grade is viewed as lazy, unmotivated and slow learner may damage the motivation for learning. A competition scene alleviates the motivation of weak and average students (Viau, 2015). Once teachers unconditionally accept the unique learning potentials of students, the process of learning can be further facilitated (Borich, 2014).

In the management of behavioral problems, practicing punishment is quite a common teaching method. The reason accounting for its popularity is related to its immediate effect in eradicating the undesired behavior (Ormrod, 2013). However the harsh and over-exaggerated punishments are likely to cause side effects as anger, hostility, aggression and avoidance of action. The underlying reason in punishment is to announce that approvable limits in behavior have been crossed; hence the punishment should not be overtly extreme as to damage the personal relation between the punisher and the punished involved (Spaulding, 1992 as cited in Ormrod, 2013). Hence punishment should be exploited only after recognizing that it would be more effective in cases where a pre-established and sound relationship exists between the practitioner and learner.

In Turkey teachers advocate supervisor-controller ideology (Bayram & Aypay, 2012). There are a number of researches pointing out that in school environment students, teachers, administrators and parents resort to psychological violence, reprimanding, rebuking, swearing, threatening, exerting physical violence, beating, fighting and similar strategies in solving the problems(Türnüklü, Şahin, & Öztürk, 2002). Teachers punish 25% of students due to the negative relations they have with students. Of all the punished behaviors the most frequently practiced one is "beating the students", which implies that physical violence is still popular among some teachers as a class management method in schools (Ünal, 2012). All these data reveal that some of the negative teacher behaviors which would most probably never leave nice memories in students' minds are still practiced in schools. In teacher training programs identifying such negative teacher behaviors and drawing attention to them are vital to employ. In line with this general deduction, the purpose of present study is to identify the negative teacher behaviors that affect students.

Method

Research Model

The research is based on "phenomenology pattern" which is a qualitative research model. **Research Group**

Research group consists of collectively 142 students from Departments of Music Teaching (21), Special Education Teaching (18), Science Teaching (40) and Turkish

Teaching (63) in Necmettin Erbakan University Ahmet Keleşeglu Faculty of Education during 2014-2015 fall term. 103 female students and 39 male students composing the research have taken class management course.

Data Collection

The first researcher lecturing class management course in particular departments asked the students as a requisite of course obligations the top -negative teacher behaviors that affected them during their pre-college education.

Data Analysis

Collected data have been analyzed via content analysis which followed the steps specified by Yıldırım and Şimşek (2006): (1) coding data; (2) finding themes; (3) organizing codes and themes; and (4) commenting on the findings.

Findings

As collected data were analyzed 22 codes were formed related to negative teacher behaviors that affected students. These codes were united under 2 themes. Designed themes and their meanings are as provided hereinafter.

1- Professional Incompetency

According to the perspectives united under this theme the behaviors that students define as negative teacher behaviors are such listed:

a. Failure to secure discipline

b. Attempting to motivate the student via rendering negative statements

c. Completing the missing parts of student's project,

d. Seating the weak students with the lazy ones

e. Making the duty student buy cigarette packs, coffee or clean the food counter,

f. Spitting inside the waste basket in each lesson hour.

2- Violence

The perspectives united under this theme encompass three sub-categories as physical violence, psychological violence and passive aggression.

A- Negative teacher behaviors united under physical violence category are as follows:

a. Beating the student individually or collectively

b. Ordering a student to beat another one

c. Standing upright on one foot,

d. Re-directed violence (throwing the object towards the wall)

    e. Reflecting the anger for someone else toward the student

B- Negative teacher behaviors united under psychological violence category are as follows:

    a. Verbal violence in the form of rebuking or humiliation

    b. Discussing a negative event when there are other students in class

    c. Making a negative assessment on the student when there are other students in class

    d. Favoritism of one top student

    e. Acting differently to students on the basis of their academic merit

    f. Limiting academic merit with cultural courses singly

    g. Disbelieving the student

    h. Not hearing the student

C- Negative teacher behaviors united under passive aggression violence category are as: follows:

    a. Low expectation

    b. Subjective evaluation

    c. Race discrimination

Discussion and Comments

Any teacher without adequate field competency, love for teaching or not able to gain the respect and trust of his/her students is, in the eyes of students, a teacher that has negative effect on motivation (Viau, 2015). Erden argues that (2005) personal traits of any teacher leave a direct effect on the attitudes of students towards school and lessons. A teacher bearing negative personality traits may lead the student to radically move away from the course or school or demonstrate academic failure. Erden (2005) claims that to overcome this problem teachers should possess tolerance and patience; open-mindedness and flexibility; affection, sympathy and sense of humor; expectation for high achievement; motivation and encouragement. As reported by Ormrod (2013) physical punishment or humiliation amongst friends and relevant punishments fail to be effective hence should be avoided. As negative teacher behaviors most frequently remembered by students are analyzed it surfaces that negative teacher behaviors are identified as teacher attitudes that fail to acquire student respect; that fail to be sympathetic, motivating, or encouraging and that tend to punishing, which echoes that Viau (2015) earlier presented views parallel to the arguments of Erden (2005) and Ormrod (2013). The strange point here is that a student victimized by teacher violence feels even more humiliated when victimized in class atmosphere, hence the shame itself

becomes even more devastating than the physical act of violence, as reported by students.

Conclusion and Recommendations

There is no sound evidence validating the effect of physical punishment in behavior correction. One of its reasons is that it makes it infeasible to analyze students' mood within a logical framework. In addition, physical punishment is most likely to create an aggressive attitude and trigger hostility between students and families. That in effect is likely to bring about harm rather than benefit (Borich, 2014). Psychological violence and passive aggression are also expected to cause similar effects. Despite the laws against physical punishment, the tendency of teachers to practise such methods (Ünal, 2012) proves the fact that teachers are in need of acquiring education on how to cope with undesired behaviors, how to motivate students and how to solve conflicts which they seem to have problems with.

The behaviors identified hereinabove constitute a list of negative teacher behaviors most commonly remembered by students. The list however is not indicative of the frequency of witnessing such behaviors at schools. Additionally identified behaviors are based on pre-college memoirs of interviewed students and it is likely that teacher behaviors could have undergone transformation in due time. Thus a quantitative research based on the behavior-list identified in present study may provide sound ideas on the current frequency of particular behaviors.

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