ATILA YILDIRIM

Necmettin Erbakan Üniversity Ahmet Keleşoğlu Education Faculty, TURKEY

ALI ÜNAL

Necmettin Erbakan Üniversity Ahmet Keleşoğlu Education Faculty, TURKEY

ABDULLAH SÜRÜCÜ

Necmettin Erbakan Üniversity Ahmet Keleşoğlu Education Faculty, TURKEY

EFFECTIVE TEACHER BEHAVIORS BASED ON THE OPINIONS OF TEACHER CANDIDATES

Abstract:

Teacher is the most important factor in making education/instruction activities to reach their purpose and having expected changes in students' behaviors. Teacher behaviors are seen to be important in the definitions of effective teachers who try to make their students effectively and efficiently make their students reach the goals. Similar effective teacher behaviors have been determined in many researches. The common point of these researches is that their self-confidence and success mainly depend on behaviors with respect to helping their students. When effective teacher behaviors are examined, behaviors of establishing warm and sincere relationships with the students and showing close interest in students mainly gain importance.

 The purpose of this research is to determine effective teacher behaviors based on the opinions of the teacher candidates. A teacher should know what effective teacher behaviors are and try to apply these behaviors in the best manner. It is supposed that research results will be useful in gaining teacher behaviors in teacher raising programs and making teachers at school to become aware in terms of effective teacher behaviors, and use these behaviors in using the learning-teaching process.

The research is in the qualitative research model. The study group of the research consists of 132 teacher candidates who receive teaching training at Necmettin Erbakan University Ahmet Keleşoğlu Education Faculty. These candidates were requested to write "the positive behavior of a teacher that influences you the most". As a result of the contents made on the data, effective teacher behaviors were examined by classifiying in three main themes and them dividing in sub-dimensions namely behaviors motivating students, behaviors to make students successful, behaviors for the professional qualifications.

Keywords:

: Effective teacher behavior, teacher candidate, classroom management

JEL Classification: A20, A20

Introduction

Teacher is the most important factor in making education/instruction activities to reach their purpose and having expected changes in students' behaviors. Teacher behaviors are seen to be important in the definitions of effective teachers who try to make their students effectively and efficiently make their students reach the goals. Similar effective teacher behaviors have been determined in many researches. The common point of these researches is that their self-confidence and success mainly depend on behaviors with respect to helping their students. When effective teacher behaviors are examined, behaviors of establishing warm and sincere relationships with the students and showing close interest in students mainly gain importance.

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). 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 (Ormrod, 2013). Once teachers unconditionally accept the unique learning potentials of students, the process of learning can be further facilitated (Borich, 2014).

The purpose of this research is to determine effective teacher behaviors based on the opinions of the teacher candidates. A teacher should know what effective teacher behaviors are and try to apply these behaviors in the best manner. It is supposed that research results will be useful in gaining teacher behaviors in teacher raising programs and making teachers at school to become aware in terms of effective teacher behaviors, and use these behaviors in using the learning-teaching process.

Method

The research is in the qualitative research model. The study group of the research consists of 132 teacher candidates who receive teaching training at Necmettin Erbakan University Ahmet Keleşoğlu Education Faculty. These candidates were requested to write "the positive behavior of a teacher that influences you the most". Data were analyzed by content analysis. content analysis (Yıldırım and Şimşek, 2006) was conducted according to the procedures specified by: (1) coding data; (2) finding themes; (3) organizing codes and themes; and (4) commenting on the findings.

Findings

Upon the analysis of the data, 61 codes were created about positive teacher behaviours which affect students. These codes were integrated in 3 themes and 10 subthemes. The themes and their explanations are given below.

1. Behaviours motivating students

Based on the opinions which are integrated under this theme, the positive behaviours of the teachers which are remembered by the students are as follows: being wilful and enthusiastic, being sincere and witty, and being honest and reliable.

Effective teacher's behaviours of being wilful and enthusiastic; was stated as he teaches the lesson lively and excitedly, makes students love the lesson, establishes eye contact with the student, Creates competition, makes the student willing for the lesson, motivates the student. The example with regard to making the student willing for the lesson, and motivating the student is as follows: "He tried to receive answers for the questions he asked, he both repeated the previous lesson and attracted our attention to the new topic", "He made efforts to make all students involved in the lesson"

Being sincere and witty: makes the lesson fun, talks about current matters, gives examples. Exemplary statements are as follows: "He made the lessons pass enjoyably. But he addressed it seriously when necessary. He made uninterested friends involved in the lesson by any means", "In general, a tolerant teacher who endears himself, deals with all students and helps them gain self-confidence, brings about success, teaches the lesson in an abstract and enjoyable way makes the students love the lesson"

He is tolerant, smiling, humble, polite, warm, calm, sympathetic, patient, respectful, friendly, witty and compassionate. Exemplary statements are as follows: "A good teacher should be tolerant, merciful, smiling, self-assured, know his students in all aspects and love his profession", "…..my teacher approached nations, persons and beliefs with tolerance. Besides, he determined the rules in the classroom together with his students at the beginning of the term and he was also ideally attentive to abide by these rules. Thus, the classroom constitution was created democratically"

Being honest and reliable: He behaves like a friend, fellow, parent, a family member. Exemplary statements are as follows: "A rare person who can become a teacher or a friend conditionally", "And the reason why I and the whole classroom loves him so much is because he was dealing with us not like a teacher, but like a father, an elder brother"

He is respectful towards the student; he cares and values the student. Exemplary statements are as follows: "He respected each of us and dealt with each of us at a time when we were considered children", "He is a person who cares the opinions of the students"

He does not discriminate between students, he is fair and equalitarian. Exemplary statements are as follows: "He did not discriminate between the students. He did not recognize only those raising hands but the whole class", "He acted with the principle of yes to sincerity, no to pertness, and everybody in the classroom was equal"

In addition, he chooses the student of the day, week, month and year; uses punishment and reward, gives advice, talks about future life, does not offend the student; were among the statements given.

2. Effective teacher's behaviours which lead to the students' success: Expectation of high level of success from the students, encouragement and support and teaching the topics briefly and comprehensibly.

Expectation of high level of success from the students: Establishes communication with the family, recognized the whole class, gives friendly advice.

Encouraging and support: Makes the student involved in the lesson. Exemplary statements are as follows: "He recognized everybody in the classroom and made the whole class participate in the lesson", "He could make his students in the classroom actively involved in the lesson." Other subthemes are as follows: He completes the deficiencies, corrects the wrongs, behaves the student as an individual, an adult, values the student, makes the student socialize with each other, encourages the student to answer, asks questions which can be answered by every student, gives homework and establishes empathy.

Explaining the topics briefly and comprehensibly: He adapts the lesson topics to daily life and concretizes them. Exemplary statements are as follows: "He blended the lesson topic with current matters which we needed at that time, and thus made them permanent in our minds", "Presenting several examples while teaching the topic." Other subthemes are as follows: He teaches life itself along with the lesson, he makes efforts to teach rather than explain his explanations are clear and comprehensible; he teaches the topics from the easiest to the most difficult and supports them by questions.

3. Behaviours regarding professional qualifications: Being systemic (commitment to the goal, being serious, being planned, being organized), being flexible in terms of change, having a positive attitude, Being a good model, being patient and being self-confident.

Being systemic (commitment to the goal, being serious, being planned, and being organized): He is a planned, programmed, prepared, and specialized in his field. Exemplary statements are as follows: "He entered the lesson commanding and in a planned way, he taught the lesson by exploiting visuals as much as possible without making us bored", "I liked it too much as he did not use any sources, I mean, he directly gave the information" Other subthemes are as follows: He is self-respected, clean, tidy, consistent, determined, calm, self-assured, he uses the board and the classroom well, he is active, he adjusts the desk order, physical environment, seating arrangement and cares discipline.

Having sufficient knowledge in his field (general knowledge, field knowledge, teaching profession knowledge): He knows student characteristics, identifies students, and deals with his student inside and outside the school. Exemplary statements are as follows: "He did not judge our opinions. He addressed each of us with our names. He told our wrongs with a proper wording. He made us feel that he valued

us", "He visited the families, obtained information about the social and psychological condition of the students and he tried to adjust his behaviours accordingly", "He approached all of the students with the compassion of a father. We knew that we would feel relieved when we talked to him about our problems. He listened to each of us. He never made discrimination. He did not leave the classroom even in the breaks and solved our questions"

He used his voice tone well. "He taught the topic by increasing his voice tone if we exhibited an irregular attitude to his rich voice", "His voice tone never stayed the same; it increased and decreased when necessary." He uses body language well; he commanded the topic and the classroom through gestures and mimics. "He tried to command the topic and the classroom through gestures and mimics. He took a few students to use them in the plot", "His diction, eloquence, gestures and mimics were highly smooth." Other subthemes are as follows: He does not threaten with marks, he likes his profession, he keeps quiet when there is noise, he uses sources and materials, he visualizes, he performs student-centred teaching, allows group studies, makes the student active, lowers to the student's level, directs the students towards activities, explains clearly and comprehensibly, uses time well, teaches the topic from the easiest to the most difficult, directs towards research, supports with questions, he is versatile, open for development, improves himself and does not humiliate the student.

Having a positive attitude: He does not criticize, does not scold, responds the student's answer positively, he is harsh but sweet, unprejudiced and he does not scare.

Self-confidence: He commands the lesson, makes students listen to him.

Conclusion and Recommendations

As a result of the contents made on the data, effective teacher behaviors were examined by classifiying in three main themes and them dividing in sub-dimensions namely behaviors motivating students, behaviors to make students successful, behaviors for the professional qualifications.

A new quantitative research can be done using a list of behavior set out in this research. So that it can provide better insight about the prevalence of such behavior.

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