

# **TEACHER INFLUENCE AND THE THOUGHTS OF TURKISH PARENTS CONCERNING TEACHER INFLUENCE IN CLASSROOM IN AUSTRALIA**

As. Ali Rıza KASAPGİL(\*)

## **TEACHER INFLUENCE IN CLASSROOM**

### **INTRODUCTION**

If we step inside a classroom, what do we hear? The chances are better than 60 per cent we will hear someone talking. If someone is talking, the chances are that it will be the teacher more than 70 per cent of the time. It is correct that the teacher talks more than all the students combined. He manages class activities by giving directions. He expresses his ideas by lecturing. He stimulates student participation by asking questions. He clarifies student ideas by applying them to the solution of a problem. He praises and encourages students from time to time. On rare occasion he may clarify or diagnose the feelings and attitudes expressed by students or inferred from their behaviour. He may also criticize the behavior of a student or class. We can hear all these types of teacher statement in a classroom.

Most of the functions associated with teaching are implemented by verbal communication. Nonverbal communications also exist in a classroom. But nonverbal communication occurs less frequently than verbal communication and verbal and nonverbal communications are usually highly correlated. The frown is most often associated with statements that express disapproval, the smile with statements of approval.

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(\*) Atatürk Üniversitesi İşletme Fakültesi İşletme Yönetimi Bölümü Asistanı.

When a teacher understands how to control his verbal communication, the first step toward systematic classroom management is made. So he can use his influence as a social force. Unless he is able to influence and control student behavior, he can not direct and supervise the learning within the classroom of in another way, he can not step toward systematic classroom management.

### **INFLUENCE, PROCESSES OF INFLUENCE AND SOURCES OF TEACHER INFLUENCE.**

«Parsons (1963) has characterized influence as ways of getting results in interaction»<sup>1</sup>. And Parsons again has offered four ways for processes of influence. These are deterrence, inducements, persuasion, and activation of commitments. Deterrence includes power and force, threats, and negative sanctions. Inducements are based on positive social exchanges and include promises and rewards as mediators of target compliance (Students or students' behaviors are target for teacher influence). Persuasion constitutes an attempt to change or restructure the goals or attitudes of the target individual through the use of argument, propaganda, of special knowledge, but not through the employment of either deterrence or inducements. Activation of commitments involves an appeal to normative values in order to cause a reassessment by the target of what he ought to do in given situation. As with the process of persuasion, succesful activation of commitments is presumed to be a pure information effect and does not require the supportive use of deterrence or inducements.

The sources of teacher influence are as follows : First, teacher power derived from his position, and second, teacher ability to influence students from personal qualities which attract others. In the second, The teacher derives his ability to influence students from his personal resources. But in the first, the teacher fills a position from which he derives his ability to influence.

French and Raven, 1960 have pointed out that there are five sources of power. Here they are :

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1 — JAMES T. TEDESCHI, *The Social Influence Processes*, Aldine & Atherton, Chicago, New York, 1972, p. 10.

1 — Reward power or ability to give rewards for desired behavior; 2 — Coercive power, or ability to punish undesired behaviors; 3 — Referent power, or being looked up to as models for students' behavior; 4 — Expert power, or ability to provide specialized desired knowledge; and 5 — Legitimate power, or being considered as legitimate teacher by the students.

The teacher has both reward and punishment at his command. He can give students good grades or fail them. A teacher sometime may become a very attractive person to the student, which may lead to want to be similar to the teacher. So teacher develops influence over the students called referent power. Also if teacher is very competent in his area and if the students feel that a teacher is very competent, they will listen to teachers. If the students find him often wrong, teacher may lose his expert power. The teacher is given certain right and responsibilities by the school and so the students perceive him as legitimate teacher. All these sources, if they are used well, increase the teacher influence over the students in a classroom.

### **THE DIRECT AND INDIRECT USE OF TEACHER INFLUENCE**

Teacher influences exist as a series of acts along a time line. It is most often expressed as verbal communication.

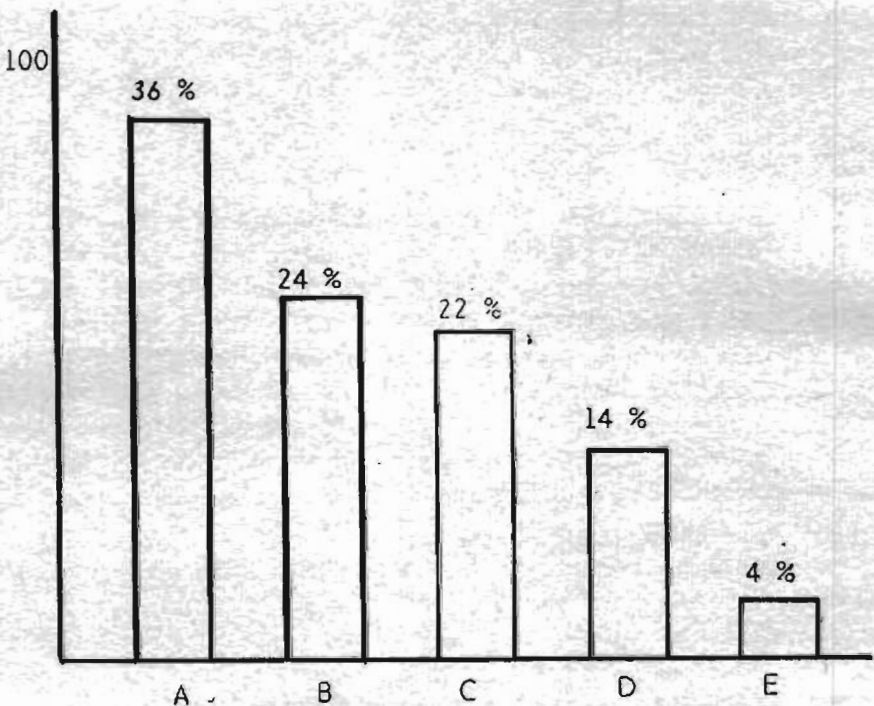
Direct influence consists of verbal statements of the teacher that restrict freedom of action, by focusing attention on a problem, interjecting teacher authority, or both. These statements include lecturing, given directions, criticising, and justifying his own use of authority. For example, if teacher says «Please close the door», to a student in a classroom, this is a given direction and it is sample of direct teacher influence. The teacher exerts direct influence in order to restrict the freedom of acting of the student. The direct use of teacher influence makes students momentarily more dependent on the teacher.

Indirect influence consists of verbal statements of the teacher that expand a student's freedom of action by encouraging asking questions, accepting and clarifying the ideas or feelings of students, and praising or encouraging students' responses. For example, if a teacher asks «Does anyone feel a draft in here?» one of students says, «Yes, it is cold. I think it is coming from this open door». This episode is a sample of the indirect use of teacher influence.

The indirect use influence expands freedom of action and usually makes a student less dependent on the teacher. The student often has greater orientation to a problem, because he helped to identify it.

### THE THOUGHTS OF TURKISH PARENTS CONCERNING TEACHER INFLUENCE IN CLASSROOM

After being planned a survey in order to know the expectations of Turkish parents concerning their children in education area, 16 Turkish parents were interviewed and prepared questionnaire from in which there are 48 questions was asked them. There are some questions on the questionnaire form regarding teacher influence over the students in classroom. Actually, this survey has been done for the lecture of sociology of education. But it would like to give some outcomes derived from the answers of Turkish parents in connection to teacher influence in this essay.\*

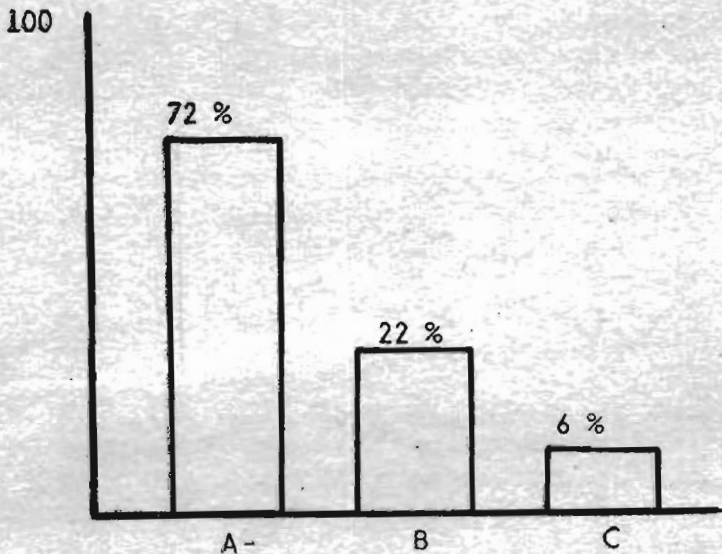


\* This above mentioned survey has been done in the state of Victoria in Australia.

Interviewed Turkish parents have 47 children of which 45 are at the age of going to school.

- A — 36 % of children do not go to school
- B — 24 % of children go to primary school
- C — 22 % of children go to high school
- D — 22 % of children go to technical college
- E — 4 % of children go to tertiary school

As shown on the above graph, proportion of children going or not going to school.



– Proportion of Turkish parents who are satisfied or not satisfied with discipline and teacher influence over their children.

A — 72 % of Turkish parents are not satisfied with teacher influence over their children and discipline in classroom.

B — 22 % of Turkish parents can not say anything about teacher influence and discipline.

C — 6 % of Turkish parents are satisfied with teacher influence and discipline.

As shown on the above graph, 72 % of Turkish parentests are not satisfied with teacher influence and discipline and they explain the reasons of it, such as :

«There is no difference between teacher and student. While the teacher is talking or teaching something in classroom, some of students are joking with each other, some of them are talking to each other and most of them usually are not listening to teacher. They do not care there is teacher in classroom or not. If one of students wants to go out from the classroom he can go out and he never sees any need to get permission from his teacher in order to go out. Also when they come home, they completely forget the teacher and classroom, and they never think that they have to study or if they do not study; what their teacher says to them. They do not respect to their teachers and also do not give much attention to them. In our opinion all above situation do mean that there is no teacher influence over students in classroom. But we believe that the teacher should have influence over students, because if a teacher has not it he can not teach anything to students».

The other proportion, 6 % of Turkish parents are satisfied with teacher influence, but this proportion is very small if we compare it with the (72 % of Turkish parents) other one.

## CONCLUSION

The aim of schooling, according to me is to teach science to student and to prepare them as perfect human beings for community. But if the schooling is not satisfactory, to reach this aim is very hard. That is why the schooling should be satisfactory. The teacher influence is one of necessary components for a satisfactory schooling.

It can be said that it is not easy to have influence over students and also it is not easy to be a good teacher. Skill, experience and ability is necessary in order to be a good teacher or in order to have influence over students. if a teacher knows the sources of teacher power and the direct and indirect use of teacher influence, and also if he has ability, experience and skill, probably he can give the best thing for students to have achievement.

There is no doubt that our community needs teachers who knows the teacher influence, because most of conclusions refer to the role of the teacher in classroom management.

## REFERENCES

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- 6 — O. A. OESER, **Teacher Pupil and Task**, Tavistock Publications Ltd., Great Britain, 1955.

## Ö Z E T

Her ülkede okullarda verilen eğitimin amacı, hiç şüphesiz, öğrencilere bilimi öğretmek ve onları toplum için mükemmel insanlar olarak yerleştirmektir. Ne varki; verilmeye çalışılan eğitim tatminkar değilse, bu amaçlara ulaşmak çok zordur. Tatminkar ve başarılı bir eğitimin unsurlarından biri ise öğretmenin sınıf içerisindeki etkisidir. Öyleki öğretmenin başarısı, tecrübesi ve yeteneği öğrenci üzerinde etki kurmada gerekli görülen ilk adımlardır. Bunun yanı sıra bir öğretmen güç kaynaklarını ve etkinin dolaylı ve dolaysız kullanımı, iyi bilmek zorundadır. Sunulan bu makalede öğrenciler üzerinde etki edebilme yolları, etki kaynakları, güç kaynakları ve etkinin dolaylı ve dolaysız kullanımı incelenerek, ayrıca 1977 yılında Avusturalya'nın Melbourne şehrinde Türk anne ve babalarının Avusturalya okullarında verilen eğitimin çerçevesi içerisinde çocuklarından ne beklediklerini tesbit etmeye dair yürüttüğüm araştırmanın bir parçası olan «Türk anne babalarının Avusturalya'lı öğretmenlerin sınıfta öğrenciler üzerinde kurdukları etkileri hakkındaki düşünceleri ele alınmaktadır.