

An Analysis Regarding the Opinions of Teachers of What Kind of Students They Want

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Abstract

The aim of this research is to decide regarding the opinions of teachers of what kind of students they want. This research is a descriptive study and has been conducted by survey model. Population of the research is formed by teachers of 1st, 2nd, 3rd and 4th grades in public and private primary schools in different districts of Ankara province in 2014-2015 academic year. As for the research sample, it is formed by 286 primary school teachers chosen by means of random sampling method in public and private primary schools in different districts of Ankara province. In direction of the purpose of research, the researcher has developed the survey applied on teachers. Open-ended questions have been used in the survey in order to determine the differences regarding the responses of these questions. Each question in the survey applied on teachers within the scope of research has been divided into themes through “content analysis” technique. Themes formed in this direction and answers to other questions are illustrated with frequency and percent values in the tables. According to the data obtained in the study, a great majority of teachers have indicated that they are pleased when students are successful in their lessons, listen to teachers while they teach the lesson, obey the rules, fulfill the responsibilities, attend the lesson actively, come to lesson as prepared or willing and do the homework on time. Considering the rules to be obeyed in the class and relations with the friends, a part of teachers want their students to be respectful, establish good relations with the friends, pay attention to warnings and instructions, realize their mistakes and apologize thereof, be helpful and sharing, find solutions to the problems.

Keywords: teachers, opinions of teachers’, students, content analysis

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Öğretmenlerin Nasıl Öğrenciler İstediklerine İlişkin Görüşlerinin İncelenmesi

Öz

Bu araştırmanın amacı, öğretmenlerin nasıl öğrenciler istediklerini belirlemektir. Betimsel türde gerçekleştirilen bu çalışma tarama modeline göre hazırlanmıştır. Araştırmanın evrenini 2014-2015 eğitim-öğretim yılında, Ankara ilinin farklı ilçelerindeki resmi ve özel ilkokullarda 1, 2, 3 ve 4. sınıflarda görev yapan öğretmenler oluşturmaktadır. Araştırmanın örneklemini ise Ankara ilinin farklı ilçelerindeki resmi ve özel ilkokullarda tesadüfi örnekleme yöntemi ile seçilen 286 ilkokul öğretmeni oluşturmaktadır. Araştırmanın amacı doğrultusunda araştırmacı tarafından geliştirilen ankette öğretmenlere yöneltilen sorulara ilişkin öğretmenlerin yanıtlardaki farklılıkları betimlemek amacıyla açık uçlu sorular kullanılmıştır. Katılımcıların ankette yer alan sorular dışında belirtmek istedikleri görüşleri yazmalarına da olanak sağlanmıştır. Nasıl bir öğrenci istenildiğine yönelik öğretmenlerin görüşlerini tespit etmek amacıyla hazırlanan ankette ilk olarak öğretmenlerin kişisel bilgilerini işaretlemesi istenmiş ardından açık uçlu sorulara ilişkin yanıtlarını her soru için verilen boşluğa yazmaları istenmiştir. Araştırma kapsamında öğretmenlere uygulanan anketteki her bir soru içerik analizi tekniğiyle temalara ayrıştırılmıştır. Bu doğrultuda oluşturulan temalar ve diğer sorulara verilen yanıtlar frekans ve yüzde değerleriyle tablolar halinde sunulmuştur. Araştırmada elde edilen verilere göre, öğretmenlerin büyük çoğunluğu öğrenciler; derslerinde başarılı olduğunda, ders işlerken öğretmeni dinlediklerinde, kurallara uygun davrandıklarında, üstlendikleri sorumlulukları yerine getirdiklerinde, derse aktif olarak katıldıklarında, derse hazır ya da istekli olarak geldiklerinde, verilen ödevleri zamanında yaptıklarında mutlu olduklarını belirtmişlerdir. Öğretmenlerin bir bölümü ise öğrencilerin sınıf içinde uymaları gereken kurallar ve arkadaşlarıyla olan ilişkileri konusunda onların; saygılı davranması, arkadaşlarıyla iyi ilişkiler kurması, uyarı ve talimatları dikkate alması, hatalarının farkına varıp özür dilemesi, yardımsever ve paylaşımcı olması, sorunlara çözüm üretmesi gibi kurallara uymasını istediği sonucuna ulaşılmıştır.

Anahtar Sözcükler: öğretmen, öğretmen görüşü, öğrenci, içerik analizi

Introduction

Teacher's approach has a determinant influence and importance in performing the activities of education and teaching in a productive and effective manner. Teacher ensures that the education and teaching environment is more qualified by means of a positive and constructive communication. Student is focused by educational activities conducted at the school. Teacher is responsible for development and training of the student. Families want to trust teacher during the process in which their children are trained in a qualified way. Teacher should be a model with her/his positive attitude and behaviors and also manage the process through an approach based on mutual trust and respect.

In the school that is an educational institution, it is supposed that teachers are in an intense interaction and collaboration with students, parents, colleagues and school management. Teacher should primarily focus on meeting the interests and needs of students and their active participation in educational activities. Success of the teacher enables students to gain attitudes and behaviors in a positive manner and also allows meeting the expectations of families at the highest level. In addition, in this way, educational objectives are fulfilled and school achieves the intended targets.

Teacher is the principal responsible for training the students in direction of intended education-teaching objectives and of knowledge, skill, and attitude and behavior acquirement. The basic responsibilities of the teacher are that the time student spends at school is productive and effective, in-class activities are conducted in a planned and systematic way, students participate actively in teaching-learning process, social activities are organized at school and parents are informed on development of the student. Teacher-student interaction in the school environment will be presented mostly when in-class teaching activities are carried out. During in-class activities, teacher is also responsible for managing and directing the class. Active participation of the student in in-class activities and taking pleasure in learning depend on the attitude of teacher. Student's success to have the intended acquisitions is directly associated with teacher's performance.

People in the class and their communications with other people demonstrate the communication order of teacher. The basic objective in the class is the education, and knowledge acquisition is learning; as for teacher and students, they are who work together and collaborate in direction of the mutual purpose. Each class member should establish relations with other people for dealing, giving-receiving help, and collaborating for these purposes (Başar, 2009).

While teachers use the effective communication skills, they should create an order of relations to meet basic needs of students. Effective communication skills of the teacher should provide students with the following opportunities (Jones and Jones, 1998, p. 93, tran.Çelik, 2005):

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- She/he should display a sympathetic and friendly behavior and enjoy the relations with the students.
- She/he should help students to explain their request and needs in class environment.
- She/he should understand and accept the students. She/he should allow students to experience more positive feelings.
- She/he should understand student's feelings and create suitable environments on caring about students. She/he should try to give more positive responses to students.

Relations system is not only a process between teacher and student but also it includes a process from student to teacher and also from environment to all of them (Aydın, 2004). If collaboration and sharing based on mutual trust is established between teacher and student, participation of student in teaching-learning process will increase significantly. A consistent teacher with principles can leave a more powerful impression on the students. Encouraging student in teaching-learning process will direct and encourage student to be successful. Candid and sincere communication to be established with children constitutes a powerful attraction energy and emotional contact point between teacher and student. And all these ensure developing the teacher-student interaction and contribute students to enjoy the school and school activities.

In order to increase quality of learning environment, teacher implements activities for participation of students in learning process. By force of the constructive understanding that is effective today, students are supposed to take more responsibility in their own learning. In that, teacher and student have different roles and responsibilities in learning environment. From this view, it is considered that determining what kind of students teachers want will make a contribution to reveal roles and responsibilities of the students.

Method

Research Model

This research is a descriptive study and has been conducted by survey model. Descriptive studies, hence the name, are conducted in order to describe the characteristics related to the current fact (Borg, Gall and Gall, 1993). Survey model is suitable for research questions related to believes or behaviors based on personal expressions. In survey model, it is tried to describe the research object as is - event, individual or object- within its own conditions. The point is to be able to observe the entity without attempting to change and affect (Karasar, 2005).

Population and Sample

Population of the research is formed by teachers of 1st, 2nd, 3rd and 4th grades in public and private primary schools in different districts of Ankara province in 2014-

2015 academic year. As for the research sample, it is formed by 286 primary school teachers chosen by means of random sampling method in public and private primary schools in different districts of Ankara province.

Distribution of primary school teachers attended in the research by class levels they teach is illustrated in Table 1:

Table 1

Distribution of Primary School Teachers by Class Levels They Teach

Class Levels they Teach	f	%
1 st grade teacher	60	20.98
2 nd grade teacher	76	26.57
3 rd grade teacher	72	25.17
4 th grade teacher	78	27.28
Total	286	100.00

As seen in Table 1, 286 primary school teachers attended the research in total. It is seen among teachers that the most ones are 4th grade teachers, and then 2nd and 3rd grade teachers attended the research, respectively, and 1st grade teachers are the least ones. However, it can be said that there is not a significant difference between teachers by the class levels they teach, and in general they are at close rates.

Gender distribution of primary school teachers attended the research is illustrated in Table 2:

Table 2

Distribution of Primary School Teachers by Gender

Gender	f	%
Woman	219	76.57
Man	67	23.43
Total	286	100.00

As seen in Table 2, amount of woman teachers is almost three times more than man teachers attended the research. This data demonstrates that today primary school teaching is considered as a profession chosen mostly by women.

Data Collection Tool

In direction of the purpose of research, the researcher has developed the survey applied on teachers. Open-ended questions have been used in the survey in order to determine the differences regarding the responses of these questions. Even though

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open-ended questions are problem in terms of data analysis, they are important as they allow participants to express their real opinions (Babbie, 1992). It has been allowed participants to write opinions they wanted to express excluding the questions in the survey.

In the survey prepared in order to determine opinions of teachers of what kind of students they want, at first teachers are asked to write the name of school they work and the grade of which class they teach, and to mark the gender. Afterwards, they are asked to write their responses to open-ended questions into the blank given to each question.

Data Collection and Analysis

This research has been conducted in primary schools in fall semester of 2014-2015 academic year and different districts of Ankara province. In order to increase validity of the data, a communication based on trust was established with participants and it was ensured that only voluntary participants answered the survey. It is indicated to not write name on survey; besides, it is suggested to participants that it is important to write expressions based on their real opinions while answering the open-ended questions in terms of validity of research results. It is indicated also that participants cannot share their answers anywhere excluding research. Surveys have been distributed and collected by researcher after completing.

Each question in the survey applied on teachers within the scope of research has been divided into themes through “content analysis” technique. Themes formed in this direction and answers to other questions are illustrated with frequency and percent values in the tables.

Findings and Interpretations

Under this title, answers of teachers to the survey of what kind of students they want are illustrated in tables and the data obtained are commented.

Distribution of Teacher Opinions regarding “Which Behavior of Your Students pleases you?”

Distribution of teachers’ answers to “which behavior of your students pleases you?” asked to the teachers within the scope of research, is illustrated in Table 3.

Table 3

Distribution of Teacher Opinions Regarding “Which Behavior of Your Students Pleases You?”

No	Expressions	f
1	If students are successful in their lessons	194
2	If they listen to me while I teach a lesson	183
3	If they obey the rules	172
4	If they fulfill their responsibilities	165
5	If they attend the lesson actively	156
6	If they come to lesson as prepared/willing	141
7	If they do their homework on time	132
8	If they are respectful	120
9	If they establish good relations with their friends	114
10	If they share their feelings and opinions with me	102
11	If they realize their mistakes and apologize	91
12	If they are helpful/sharing	84
13	If they are clean, neat and tidy	72
14	If they pay attention to my warnings and instructions	67
15	If they are self-confident	52
16	If they love me/school	36
17	If they are honest	21
18	If they are environmentally-conscious	17
19	If they find solutions to problems	9
20	If they read too much	5

According to the data in Table 3, most of the teachers have indicated that they will be pleased when students are successful in lessons, listen the teacher while teaching the lesson, obey the rules, fulfill their responsibilities, attend the lesson actively, come to lesson as prepared or willing, do the homework on time.

According to opinion of teachers, when we look the student’s behavior which pleases the teacher at most, it is remarkable that these behaviors are primarily related to lessons and teaching process as mentioned here. If it is considered that the basic responsibility of the teacher is to perform an effective teaching and allow to students to succeed, it can be said that data obtained here support this idea.

When opinions of teachers are seen, we will realize some clues regarding the characteristics which teachers want for teaching process. First, teacher, who want to their students to be successful, expect to be listened when they teach lesson. In addition, teacher care about if their students come to lessons as prepared or willing and therefore attend the teaching process actively. Nowadays, in accordance with the constructive approach underlying the education sense, teachers want to their students to take responsibilities. In that, as suggested in constructive approach, students should take their own learning responsibilities in order to discuss an effective

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learning process. Only in that way we can discuss a permanent and significant learning. As for what is learned can be permanent and continuous, teacher indicate the importance of homework. Of course, homework supports the teaching and doing the homework on time is another important factor as well.

A part of teachers attended the survey has indicated the characteristics involving the rules to be obeyed in the class and relations of students with their friends. These are considered as being respectful, establishing good relations with friends, paying attention to warnings and instructions, realizing the mistakes and apologizing thereof, being helpful and sharing, finding solutions to problems.

Class is an environment in which students with different characteristics are together. As students are all together with a mutual purpose such like carrying out the learning and teaching activities, there are certain rules which classmates should obey. As for determining the rules to be obeyed in the class together with the students, it can improve the situation to obey the rules. Even though these rules vary in classes by certain aspects, they have a lot in common. In that, in every class, it is cared about that students take permission to speak, are respectful and apologize for their bad behaviors. That's why teacher care about rules to be obeyed in classroom environment that is a social environment where students are all together with mutual objectives and also attitudes of students to each other. In a classroom environment with students who are respectful, share a good communication period with friends and obey in-class rules, of course an affective teaching will be performed and successful students will grow.

Teachers attended the survey have indicated some points related to personal characteristics of students they want. Regarding the personal characteristics of students, teachers have indicated students who share feelings and opinions with the teacher, who are clean, neat and tidy, who are self-confident and love the teacher and school, who are honest and environmentally-conscious and read too much.

In the classroom students have different affective characteristics as well as each student has different personal characteristics. Teachers indicate that it is important for them that students share their feelings and opinions easily in the communication periods. In that, especially in primary schools, teachers share a quite long period with their students.

When students are self-confident and so share their feelings and opinions easily with their teachers, it might be allowed teachers to understand their students more easily. Of course, teacher should provide this environment and make students feel that the teacher cares about their opinions and appreciate them so that students can express their opinions easily. In that, students who feel their feelings and opinions are not important will prefer to not share them.

During sharing period between students and their teachers, mutual relation established with teachers is too important. If students like their teachers, then they

will like their lessons, school and even life-long learning. When considered from this aspect, it is seen that effect of teacher is included but not limited to period spent in lesson. Namely, students who like their teachers see their teachers as a role model and take care of acting like their teachers. Here, when teachers have good and effective relations with their students, they will be a model for their students in every respect and make contribution to good generations to be grown. For this reason, teachers have indicated themselves and importance of students who like the school.

Teachers care about if students are clean, neat and tidy. In that, a lot of students are all together in classroom. Yield of teaching is associated with a clean, neat and tidy environment for teaching. For this reason, schools having the feature of an institute that prepares the student for life are supposed to improve abilities of students to be clean, neat and tidy. From this perspective, teachers have indicated that they will be pleased when students are clean, neat and tidy.

Students develop many personal characteristics directing their behaviors in the classroom environment where they interact with friends. At this point, teachers want to students to be honest and environmentally-conscious. In that, as classroom is a social environment where interaction is established, students are supposed to display correct and sensitive behaviors and to be honest. Honest students displaying right and sensitive behaviors are realized in every period of life; they establish a good communication with people and become successful. Teachers who want to their students to become successful expect their students to be honest and act in a correct and sensitive manner in their classes.

In addition, teachers want to the students to read too much and hence it is considered that teachers care about students pay attention to self-improvement. Teachers are aware of reading is an important activity for students. However, what matters here is that teacher should provide correct guidance in order to get students adopt and improve reading habit. If teacher has a direct effect on student to become successful in teaching process, we cannot ignore the importance of teacher in reading habit of students. Another important point is to understand what's read in adopting and improving the reading habit. If what is read is not understood, an effective reading habit will be not mentioned. Thus teacher play an important role and have responsibilities while students adopt and improve reading habit and understand what's read. Besides, instead of a reading only by students, by means of reading activities conducted with the participation of teacher in the meanwhile, teacher can make contribution to improve reading habit of students as a positive model.

Distribution of Teacher Opinions regarding “Which Behavior of Your Students upsets you?”

Distribution of teachers' answers to “which behavior of your students upsets you?” asked to the teachers within the scope of research, is illustrated in Table 4.

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Table 4

Distribution of Teacher Opinions Regarding “Which Behavior of Your Students Upsets You?”

No	Expressions	f
1	If they do not listen to me/the lesson	167
2	If they are unwilling and not interested in lesson	154
3	If they do not obey the rules	148
4	If they do not do their homework	132
5	If they hurt their friends/environment	123
6	If they do not fulfill their responsibilities	116
7	If they are disrespectful	108
8	If they are not interested in and willing to working	97
9	If they are not honest	89
10	If they are unhappy	78
11	If they do not act according to my expectations	63
12	If they are not clean, neat and tidy	54
13	If they do not express their feelings and opinions clearly	45
14	If they take belongings of their friends without any permission	33
15	If they act selfishly	21
16	If they are not environmentally-conscious	14
17	If they are damaged because of accidents at the school	6

When table 4 is analyzed, it will be seen that most of the student behaviors which upset the teacher stands up with their opinions related to student behaviors which please teachers. In that, under this title, a great majority of teachers have indicated that they are upset when students do not listen to lesson and them, are not interested in and unwilling to the lesson, do not obey the rules, do not do their homework, damage their friends and environment, do not fulfill their responsibilities. Again, a part of teachers has stated, in keeping with the student behaviors please them under the previous title, that they are upset when students are disrespectful, are not honest, clean, neat and tidy, do not express their feelings and opinions clearly, are not environmentally-conscious. When we consider student behaviors which please and upset the teachers together, it will be seen that teachers’ opinions are mostly coherent and consistent with each other.

On the other hand, teachers have added different characteristics related to student behaviors upset them. Teachers have indicated that they are upset when students are unhappy, do not act according to teacher’s expectations, take the belongings of their friends without any permission, act selfishly and are damaged because of accidents at the school.

From these views of teachers, it can be said that teachers care about happiness of their students. In that, if student is happy then teacher will be happy, and so learning will be more effective and enjoyable. In addition, in a learning environment where

students are happy, students will communicate with each other in a better manner, and activities based on interaction will be included much more. In interaction process, students improve many positive personal characteristics such like being respectful, being honest, fulfilling the responsibilities, etc. During interaction process of students, behaviors upset the teachers are selfish behaviors of some students, students who take belongings of their friends without permission, and so on. In order that this kind of problems are not encountered, concentrating on activities based on sharing in class and featuring the students who display positive behaviors can be considered as solutions.

Teachers might have expectations from students as they know their teachers in different aspects. When teacher shares this realistic expectation with the student properly, she/he might help the student to realize the potential personally and to see what she/he can do in this direction. Thus, teacher can lead the student to determine the most correct objective for herself/himself and to succeed by achieving this objective. In such cases, sharing the expectation with the student is such as to guide student to succeed. However, expectation of teacher from the student is being a realistic in terms of teacher and also student is a point to be taken into account. Otherwise, the student might be influenced negatively as the teacher has an expectation from the student which student cannot perform. And thus both of them will be upset when the student cannot meet the expectation and the teacher's expectations are not performed.

There are expectations to be obeyed by all the students as well as individual expectations of teacher from each of the students, such like rules to be obeyed in the class. As teachers attended the research indicated, teachers will be upset when students do not act according to their expectations in the class. In that case, in-class rules for appropriate behaviors of the students can be determined together with students and so it can be allowed students to take active roles. Thereby it can be ensured that in-class rules teacher wants to be obeyed, namely expectations of teachers from the class, are rendered the expectations of students as well. It should be kept in mind that while sharing practicable and realistic expectations for students creates a positive learning atmosphere in the class, it will make contribution to increase quality of students and teaching as well.

Some differences are seen when teacher's behaviors which upset the students according to the opinions of students are compared to student's behaviors which upset the teachers according to the opinions of teachers. Teacher's behaviors which upset the students are generally that teacher displays negative attitude and approach such like being angry in class, teaching the lesson in a boring way, not listening, not playing games, not letting them to ask any question, and giving too much homework. As for student's behaviors which upset the teacher, it is seen that they are rules on the lesson and in class regarding not listening the lesson, being not interested in the lesson, not obeying the rules, not doing homework, etc. When behaviors which upset both of them are analyzed, it can be said that both teacher and student have responsibilities so that a qualified learning process is conducted in fact. If teachers

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and students determine and then share these responsibilities clearly, together, it can be said that situations which upset both teacher and student can be minimized.

Distribution of Teacher Opinions regarding “What kind of individuals do you want to your students should become in the future?”

Distribution of teachers’ answers to “What kind of individuals do you want to your students should become in the future?” asked to the teachers within the scope of research, is illustrated in Table 5.

Table 5

Distribution of Teacher Opinions Regarding “What Kind of Individuals Do You Want to Your Students Should Become in the Future?”

No	Expressions	f
1	is Successful and hardworking	172
2	is Honest and reliable	163
3	is Warm-hearted	157
4	is With high self-confidence	145
5	Achieved her/her requests and objectives	132
6	is a good person	123
7	is Responsible	115
8	is Respectful herself/himself and environment	106
9	is Self supporting	98
10	Sticks to Atatürk’s principles	93
11	is Crusader and determinant	82
12	Can express the feelings and opinions freely	76
13	is Willing to learn and improve herself/himself	65
14	is a well-informed person	57
15	Cares about human values	51
16	is Environmentally-conscious	43
17	is a man of many parts and social	38
18	Knows her/his rights and claim these rights	32
19	Loves the homeland and nation	24
20	Finds a solution to problems	19
21	Cares and appreciates her/his family	16
22	is Peaceful	12
23	Makes a difference	9
24	Makes self-criticizing	5
25	Can be an entrepreneur	3

According to the data illustrated in Table 5, a great majority of teachers attended the research have indicated that they want to their students to be successful and hardworking, honest and reliable, warm-hearted, with high self-confidence, achieved their requests and objectives, good persons, responsible, respect herself/himself and

environment. Certain teachers, as they also mentioned in student's behaviors which please them, want to students to be individuals who can express their feelings and opinions freely, are environmentally-conscious, can find solutions to problems. It is seen that characteristics mentioned here are similar to student's behaviors which please the teachers. In other words, it can be said that teacher want to students to maintain the behaviors which please the teachers in the future, as well.

It is seen that teachers have underlined certain values while they have stated what kind of individuals they want to students to become in the future. These are values such like to be stick to Atatürk's principles, to be crusader and determinant, peaceful and entrepreneur, to care about human values, to love the homeland and nation, to care about their families. Values mentioned by teachers here are included in the scope of teaching programs and also as subject of many lessons. Values are factors which give importance and meaning to lives of the individuals. As for mutual values, they ensure to constitute a mutual understanding, which directs the lives of people living in that country, and a common structure. And it is seen that teachers care about students to be at peace with them, love the homeland and nation, act befitting her/him, competing with an entrepreneur sense and stick to Atatürk's principles above all.

Different from those, most of the teachers want to their students to become individuals who are self-supporting, willing to learning and improving, well-informed, a man of many parts and social, who know their rights and claim these rights, make difference, can make self-criticizing in the future. It is remarkable that teachers want to their students to have a man of many parts and social characteristics in the future. This situation makes us think that teachers know success can reach different levels and students would be well-informed individuals by improving themselves at different fields. As for another two remarkable characteristics, it is wanted to students to be individuals who make self-criticizing and makes differences. As a matter of fact, those who want to succeed make self-criticizing all the time. In that, we can realize our wrongs and rights through self-criticizing. While an objective assessment is made at the result of these self-criticisms, we make selections in direction of we consider as correct. Thus, every self-criticism improves us and lets us to be more successful, in other words, it opens the doors to making differences.

Distribution of Teacher Opinions Related to Student-Teacher Interaction

Distribution of opinions indicated by the teachers related to student-teacher interaction, within the scope of research, is illustrated in Table 6.

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Table 6

Distribution of Opinions Indicated by the Teachers Related to Student-Teacher Interaction

No	Expressions	Yes		No		Partially	
		f	%	f	%	f	%
1	I love my students	241	84	32	11	13	5
2	I always listen to my students	235	82	34	12	17	6
3	I ensure all students to obey the classroom rules we determined.	157	55	93	33	36	12
4	I represent the lesson with a soft voice without yelling.	87	31	161	56	38	13
5	I attract my student's attention on the lesson.	238	83	34	12	14	5
6	I know about characteristics of all the students in my class.	236	83	38	13	12	4
7	I let my students to ask questions in the lesson.	244	85	29	10	13	5
8	I get them to do works in group in the class.	105	37	134	47	47	16
9	I give my students homework as much as they can do.	232	81	36	13	18	6
10	I do control the homework I gave.	223	78	42	15	21	7
11	I get students to do entertaining and lively activities in the lesson.	163	57	94	33	29	10
12	I evaluate my students apart from the exams.	229	80	46	16	11	4
13	I tell my students the situations they have been successful.	243	85	29	10	14	5
14	I am thoughtful and tolerant to my students.	231	81	37	13	18	6
15	I treat all of my students equally.	248	87	26	9	12	4
16	I find solutions to the problems encountered in the class.	227	79	36	13	23	8

According to the findings in Table 6, 84% of and more than 84% of teachers attended the research have indicated that they love their students, let their students ask questions in the lesson, tell the students the situations they have been successful and treat all of them equally.

According to the opinions of teachers, it is evaluated as a quite significant finding that 11% of teachers have marked “partially” and 5% of them have marked “no” as answer. As for another important point as well as how a teacher can performs a useful education-teaching process while they don't love their teachers, it is considered as a matter worth to discuss how can students be productive and successful while they think their teachers do not love them.

Another interesting point among the teachers' opinions, almost all of the teachers let their students ask questions in the lesson, as well. However, when considered from student's point of view, even though it has been indicated that teachers let students ask questions in the lesson with a 71% of rate, students have indicated, among the behaviors which upset them, that they are not allowed to ask questions. While teachers have indicated that they let their students ask questions in learning-teaching process, it demonstrates the requirement to analyze the subject in detail as they have expressed the sadness felt by students due to absence of such an approach.

According to the findings in Table 6, another majority, between 78% and 83%, of the teachers attended the research have indicated that they listen to their students all the time, attract student's interest and attention on the lesson, know about characteristic of all the students, give homework to the students as much as they can do, control the homework they gave, evaluate the students apart from the exams, are thoughtful and tolerant to their students and find solutions to the problems encountered in the class.

It is remarkable that there are certain differences between the opinions of teachers and students they indicated here. Although 82% of the teachers have indicated that they listen to their students all the time, almost more than one quarter of the students (103 students) have indicated that they upset when their teachers do not listen to them. Likewise, 81% of the teachers have indicated that they give homework to the students as much as they can do; 78% of them have indicated that they control the homework they gave. However, almost one sixth of the students (74 students) have indicated that they upset when their teachers give too much homework and 39 students have indicated that they upset when their teachers do not control the homework.

Considering the statement of "getting students to do entertaining and lively activities in the lesson", while more than half of the teachers (57%) have marked "yes" as answer, 33% of them have marked "partially". When the same statement is considered by the students, in other words 3% of the students have marked "yes" as answer and 50% of them have marked "partially" and 18% of them have marked "no" regarding their teachers include entertaining and lively activities in the lesson. Considered from the students' opinions, students indicate that they do not entertain in the lesson, however more than half of the teachers indicate that they include entertaining and lively activities in the lesson. This situation makes us think if teachers know what is more entertaining for the students. In other words, it is discussed that we doubt whether students entertain by the activities are entertaining for teachers.

Some of the remarkable findings among the data in Table 6, "partially" answer have been marked by more than half of teachers to the statement of "representing the lesson with a soft voice without yelling" and by almost half of teachers to the statement of "conducting works in groups in the class". Considered from the

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opinions of teachers, it is found that a significant amount of teachers teaches the lesson yelling instead of using a soft voice in the lesson. In the relevant section, almost half of the students have marked “partially” as answer to statement of “teaching the lesson with a soft voice without yelling”. In fact, when teachers raise their voices, students will attempt to raise their voices as well. As a matter of fact, when teacher uses the voice effectively through a soft tone involving a sensitive tone during the lesson, learning process will be more productive. Teacher is required to pay attention to descent and ascents, namely emphasizing and toning, not to speak aloud in order to use the voice effectively. At this point, another mistake teachers generally make is to maintain speaking with the same voice in general. Speaking with the same voice may cause students to be bored. In fact, teacher speaking sometimes aloud and sometimes in a low voice will attracts student’s attention more.

Almost half of the teachers attended the research (47%) have marked “partially” as answer and 16% of them have marked “no” about conducting works in groups in the class. It is seen that opinions of the students for this statement is consistent. In that, almost half of the students (52%) have marked “partially” as answer to teachers conducting works in groups in the class. This situation indicates that teachers should improve themselves much more in order to perform in-group works in the class. In constructive approach that is the basic concept of education programs applied today, group works have an important place. In that, students improve the respect and responsibility sense through group works conducted effectively, increases the interaction with friends, take active role in self-learning and so peer learning is performed. Quality of learning-teaching process can be increased by means of giving more places to group works which have many positive contributions.

Results and Recommendations

This research has been conducted in order to determine what kind of students they want. In this section, results reached depending on findings obtained within the scope of research and recommendations are presented.

A great majority of teachers have indicated that they are pleased when students are successful in their lessons, listen to teachers while they teach the lesson, obey the rules, fulfill the responsibilities, attend the lesson actively, come to lesson as prepared or willing and do the homework on time.

Considering the rules to be obeyed in the class and relations with the friends, a part of teachers want to their students to be respectful, establish good relations with the friends, pay attention to warnings and instructions, realize their mistakes and apologize thereof, be helpful and sharing, find solutions to the problems.

Considering the personal characteristics of students, teachers have indicated that they want to their students to share their feelings and opinions with the teacher, be clean, neat, tidy and self-confident, love their teacher and school, be honest, environmentally-conscious and read too much.

Considering student's behaviors which upset the teachers, a great majority of teachers have indicated that they are upset when students do not listen to the lesson and teacher, are not interested in and unwilling to the lesson, not obey the rules, do not do their homework, damage the friends and environment, do not fulfill their responsibilities. Again, a part of teachers, a part of teachers has stated, in keeping with the student behaviors please them under the previous title, that they are upset when students are disrespectful, are not honest, clean, neat and tidy, do not express their feelings and opinions clearly, are not environmentally-conscious.

On the other hand, teachers have indicated that they are upset when students are unhappy, do not act according to teacher's expectations, take the belongings of their friends without any permission, act selfishly and are damaged because of accidents at the school.

A great majority of teachers attended the research have indicated that they want to their students to be successful and hardworking, honest and reliable, warm-hearted, with high self-confidence, achieved their requests and objectives, good persons, responsible, respect herself/himself and environment. Certain teachers want to students to be individuals who can express their feelings and opinions freely, are environmentally-conscious, can find solutions to problems in the future. It is seen that characteristics mentioned here are similar to student's behaviors which please the teachers. It is seen that teachers have underlined certain values while they have stated what kind of individuals they want to students to become in the future. These are values such like to be stick to Atatürk's principles, to be crusader and determinant, peaceful and entrepreneur, to care about human values, to love the homeland and nation, to care about their families. In addition, most of the teachers want to their students to become individuals who are self-supporting, willing to learning and improving, well-informed, a man of many parts and social, who know their rights and claim these rights, make difference, can make self-criticizing in the future.

Considering student-teacher interaction, 84% of and more than 84% of teachers attended the research have indicated that they love their students, let their students ask questions in the lesson, tell the students the situations they have been successful and treat all of them equally.

Another majority, between 78% and 83%, of the teachers attended the research have indicated that they listen to their students all the time, attract student's interest and attention on the lesson, know about characteristic of all the students, give homework to the students as much as they can do, control the homework they gave, evaluate the students apart from the exams, are thoughtful and tolerant to their students and find solutions to the problems encountered in the class.

Considering the statement of "getting students to do entertaining and lively activities in the lesson", while more than half of the teachers (57%) have marked "yes" as answer, 33% of them have marked "partially". "Partially" answer have been

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marked by more than half of teachers to the statement of “representing the lesson with a soft voice without yelling” and by almost half of teachers to the statement of “conducting works in groups in the class”.

Considering what kind of student a teacher wants, recommendations determined in direction of data obtained depending on opinions of teachers are presented in the following. Within this scope, students;

- Should be interested in lesson in order to be successful in their lessons, prepare for lesson, come to lesson willingly, listen to teacher while lesson is taught and attend the lesson actively.
- Should obey the school and class rules and take warnings and instructions into account.
- Should fulfill the responsibilities.
- Should do homework on time.
- Should establish good relations with friends, respect their friends and not take belongings of the friends without any permission.
- Should realize their mistakes and apologize thereof.
- Should be helpful and sharing.
- Should read too much and be able to find solutions to the problems.
- Should share their feelings and opinions with their teachers.
- Should be clean, neat and tidy.
- Should be honest and self-confident.
- Should love the teacher and school.
- Should be environmentally-conscious.

Different from those, it can be studied that to what extent the students are prepared and willing to the lesson and attend the lesson actively. It can be studied how much time students allocate to do homework and how much of the homework is controlled.

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