

An Analysis Of The Education Faculty Students' Views Regarding University Instructors¹

Ayşegül ALAN AYDINER²
Çiğdem APAYDIN³

Abstract

This research aims to reveal Education Faculty undergraduate students' views regarding university instructors in terms of their department and grade. This is a case study in accordance with the qualitative research model. The working group of the research consisted of 53 1st, 2nd, 3rd, and 4th grade students who learn at the departments of Science Teaching and English Language Teaching at the Faculty of Education in Akdeniz University during the 2016-2017 academic year. The research data were analyzed through descriptive and content analysis. Research findings revealed that the students' expectations from the university instructors increased as their grade increased. Besides, the students' impressions were identified to be negative in terms of university instructors' characteristics. The findings also suggested that the students took university instructors as role models by taking their behaviors and teaching skills into consideration rather than their knowledge.

Keywords: *University Instructor, Teaching Qualifications of a University Instructor, Education Faculty*

Eğitim Fakültesi Öğrencilerinin Öğretim Üyelerine Yönelik Görüşlerinin İncelenmesi

Özet

Bu araştırmanın amacı, Eğitim Fakültesinde eğitim gören lisans öğrencilerinin bölüm ve sınıf düzeylerine göre öğretim üyelerine yönelik görüşlerini ortaya koymaktır. Bu amaç doğrultusunda öğretmen adaylarının bakış açısıyla öğretim üyelerinin sahip oldukları ve olması beklenen özellikleri incelenmiştir. Bu araştırma, nitel araştırma modeline uygun bir durum çalışmasıdır. Bu çalışmada bütüncül tek durum deseni kullanılmıştır. Araştırmanın çalışma grubunu 2016-2017 eğitim-öğretim yılı içinde Akdeniz Üniversitesi Eğitim Fakültesinde eğitim gören Fen Bilgisi ve İngiliz Dili Eğitimi öğretmenliği 1., 2., 3., ve 4. sınıf lisans öğrencilerinden 53 kişi oluşturmaktadır. Veriler betimsel analiz ve içerik analizi ile analiz edilmiştir. Araştırmanın bulgularına göre her iki öğretmenlik alanında da sınıf düzeyi arttıkça öğrencilerin öğretim üyelerine yönelik beklentilerinin arttığı görülmüştür. Öğretim üyelerinin mesleki özellikleri yönünden öğrencilerin izlenimlerinin olumsuz olduğu bulgusuna ulaşılmıştır. Öğrencilerin, öğretim üyesinin bilgisinden çok onların davranışlarına ve öğretmenlik becerisine odaklanarak öğretim üyelerini rol model aldıkları tespit edilmiştir. Bu çalışmada öğrencilerin, öğretim üyesi kavramına yükledikleri olumsuz anlamların, olumlulardan daha fazla olduğu sonucu ortaya çıkmıştır.

Anahtar kelimeler: *Öğretim Üyesi, Öğretim Üyesinin Öğretmenlik Nitelikleri, Eğitim Fakültesi*

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² Milli Eğitim Bakanlığı, aysglalan@gmail.com

³ Akdeniz Üniversitesi, cigdemapaydin@akdeniz.edu.tr

Introduction

The expectations and competencies regarding the qualifications of the university instructors who are the cornerstones in the operation of the education system have increased in order to raise individuals in information age. Boyer (1990, p. 14) noted these expectations as to train generations with critical thinking power, creative and active learning with education/training function. University instructors are those who will raise the culture, philosophy, values and people. They play a significant role in raising qualified teachers depending on their qualitative and quantitative competence (Işık, Çiltaş & Baş, 2010, p.58). The fact that each profession requires some professional competence in its own essence is also valid for the academician profession and needs a certain level of education and competence unlike other professions. Therefore, there are various values and criteria required by this profession (Azar, 2011, p.37). Among the characteristics that should be especially in university instructors who train teachers are fulfilling the requirements of the profession, being equipped, being versatile and open to innovations, having various lecture methods and techniques, having sufficient pedagogical knowledge, following innovations, being free in class, having sufficient knowledge in his/her field, being familiar with the communication skills and using them effectively, applying theoretical knowledge to practice and performing the profession correctly and completely in all cases (Bakioğlu and Yıldız, 2015, p.87).

University instructors must possess certain qualifications (effective communication with students, planning instructional activities, having sufficient expertise knowledge, making use of instructional technologies, methods and techniques, mastering some subjects such as classroom management etc.) with a view to fulfilling their duties, responsibilities and roles. The relevant literature listed “outstanding” university instructors’ characteristics as those who try to fulfill their teaching tasks in the best way, who are expert in the field, who get ready for the course, who can express the subject clearly and comprehensively and who can be in harmony with their students (Mahiroğlu, 1998, p.73-80).

Açıkgöz (1990, p.54) also evaluated classroom management, teacher personality traits, teacher and student relations, classroom teacher behaviors within the scope of the qualifications of university instructors. Akgöl (1994, p.89) divided the characteristics of an ideal university instructor into four as the personality of the teacher, human relations, professional perspective, measurement and evaluation; Saylan and Uyangör (1998, p.56-57) evaluated the objectivity as the highest qualification and getting the students to make presentations during the lesson as the lowest qualification of the university instructors. Education faculty instructors whose primary duty is to train teachers should be considered as those who are open to innovations, who produce information, who adapt to technology, who are productive and creative, who can express themselves freely and who can establish teamwork (Şen and Erişen, 2002, p.103).

The most remarkable characteristic of the university instructors is that they are also scientists along with teaching profession, which increases the quality of education in the university. In addition to the scientist identity, the university instructors with professional knowledge of teaching carry the university to the better places in terms of education. Besides, the university instructors providing education for the university youth prepare students for the future by transferring their knowledge in accordance with their role in serving the young generations (Özkan, 2005, p.5). Conducted on university instructors’ teaching qualifications and competencies, the studies mostly concentrated on the instructors’ effective teaching characteristics (Şen ve Erişen, 2002), the importance of teaching skills and field knowledge (Collins,

2002), the relationship between the quality of teaching and the quality of classroom management (Başar, 2010; Fenwick, 1998; Morin, 2003), an increase in students' motivation through classroom management behaviors (Burden, 2010).

This research is paramount in terms of giving information about how university instructors' intentional and unintentional behaviors along with teaching roles are perceived by their students. The students' views regarding the university instructors are deemed valuable in order for the pre-service teachers to be educated with the knowledge, skills, attitudes and values appropriate to the requirements of the age, to receive a quality education from the university instructors and to make the necessary improvements on these issues. In this regard, this research focuses on the pre-service teachers' views on the experiences and strong human interaction processes of the education they receive and on the university instructors taking role in raising teachers. This research aims to reveal Science and English Language Teaching undergraduate students' views towards the university instructors working in Akdeniz University Faculty of Education. In service of this aim, the following sub-problems were identified.

1. What are the Science and English Language Teaching undergraduate students' views towards the definitions and the concepts they associated with the university instructors?
2. What the Science and English Language Teaching undergraduate students' views on the instructors before and after matriculation?
3. What the Science and English Language Teaching undergraduate students' views regarding the positive or negative effects of university instructors on them?

Method

This is a case study in accordance with the qualitative research model. The research utilized a holistic single case design.

Working Group

The working group of the research consisted of 1st, 2nd, 3rd, and 4th grade students who learn at the departments of Science Teaching and English Language Teaching at the Faculty of Education in Akdeniz University during the 2016-2017 academic year. This research held a total of 53 students, 28 of them were from the Department of English Language Teaching and 25 of whom were from the Department of Science Teaching (Table 1).

Table 1 *The Students Participating in the Research*

Independent Variable	n =53	Grade	Focus group	f	%
Department	English Language Teaching	1 st grade	8	28	52.8
		2 nd grade	6		
		3 rd grade	8		
		4 th grade	6		
Science Teaching		1 st grade	7	25	47.2
		2 nd grade	6		
		3 rd grade	6		
		4 th grade	6		

Table 2 depicts that 26 of the mothers had education at primary level, 14 had secondary education, 6 had undergraduate and college education, while only one did not have any educational level.

Besides, 1 of the fathers had graduate education, 9 had undergraduate education, 11 college education and 16 secondary education and primary education. It may be wise to mention that the fathers' education levels were higher than those of the mothers. The majority of the students' mothers were housewives, while their fathers were mostly retired, civil servants, employees and self-employed.

Table 2. *Demographic Information Regarding the Participants*

Independent Variable	f	%	Independent Variable	f	%		
Mother educational status	Undergraduate	6	11.3	Father occupation	Retired	17	32.1
	College	6	11.3		Civil servant	9	17.0
	Secondary school	14	26.4		Employee	7	13.2
	Primary school	26	49.1		Self-employment	7	13.2
	No education	1	1.9		Farmer	5	9.4
Father educational status	Graduate	1	1.9	Craft	3	5.7	
	Undergraduate	9	17.0	Death	2	3.8	
Father educational status	College	11	20.8	Residence	Others	3	5.7
	Secondary school	16	30.2		City center	27	50.9
	Primary school	16	30.2		County town	18	34.0
Mother occupation	Housewife	34	64.2	Age	Village	8	15.1
	Civil servant	4	7.5		18-year-old	6	11.3
	Employee	3	5.7		19-year-old	12	22.6
	Retired	5	9.4		20-year-old	15	28.3
	Craft	3	5.7		21-year-old	8	15.1
	Others	4	7.6		22-year-old	8	15.1
Gender	Female	37	69.8		23-year-old	1	1.9
	Male	16	30.2		25-year-old	1	1.9
					28-year-old	1	1.9
					29-year-old	1	1.9

Table 2 also displays that 27 of the students lived in the city center, 18 in the county towns and 8 in the village. Among the participants, 37 were female and 16 were male. The average age of the students could be said to be approximately 21.

Data Collection Tool

The research employed a semi-structured interview form as a data collection tool. Interview form is prepared to obtain the same kind of information from different people by concentrating on similar subjects (Patton, 1987, p.111).

Focus Group Interviews And Research Data Collection

Before the negotiations, legal permissions were obtained from the Departments of Science Teaching and English Language Teaching at Akdeniz University Faculty of Education. This research used focus group as a data collection technique. Focus group is “an interview method designed for small groups” (Ersin and Bayyurt, 2017, p.203). The most prominent feature of the focus group interviews is that a small group of six to ten people gather around a session and the researcher reports his/her discussions on the subject (Ersin and Bayyurt, 2017, p.203). In this regard, eight focus group interviews were conducted with 6, 7 and 8 participants in each group.

Data Analysis

The obtained data were textualized by the researcher through use of Microsoft Word 2010 program. The coding of the students was realized depending on their department, class and gender as follows. The Departments, Science Teaching S, English Language Education E; gender, female students F, male students M; the grades as 1st, 2nd, 3rd, 4th. The number appointed to the student was indicated at the end of the coding. For instance, SF1, 1 was shown as a female, 1st grade, the first rank in Science Education. In qualitative research, “validity” is related to the accuracy of scientific findings and, reliability is the repeatability of scientific findings. In this regard, the following applications were carried out so as to increase the validity and reliability of the research.

- a) With a view to increasing the internal validity (credibility) of the research; a conceptual framework was developed as a result of the literature review while developing the interview form. Integration between the themes and sub-themes constituting the themes and the relationship of each theme with the others were ensured in the content analysis.
- b) In order to increase the external validity (transferability) of the research; the research process was explained in detail.
- c) In order to increase the internal reliability (dependability) of the research, all the obtained findings were given directly without any comment.
- d) For the purpose of increasing the external reliability (confirmability) of the research, all data collection tools, raw data, codifications made during the analysis and perceptions, notes, writings and inferences forming the basis of the report were presented to an expert’s review.

Results of The Study

Findings Regarding the Education Faculty Students’ Definitions and the Concepts Associated with the University Instructors

Table 3 comparatively depicts the concepts that 1st, 2nd, 3rd and 4th grade undergraduate students associated with the university instructors. As can be seen in Table 3, the 1st grade undergraduate students from the Science Teaching Department were found to mostly associate the university instructor with “instructor” and “equipped”, while the 1st grade undergraduate students from the English Language Teaching Department associated the university instructor with “teaching lessons” and “expert in the field”.

The research findings showed that the 2nd grade undergraduate students from the Science Teaching Department mostly associated the university instructor with the concept of “instructor”, while the 2nd grade undergraduate students from the English Language Teaching Department with the concepts of “expert in the field” and “transferring knowledge”.

Table 3. *The Concepts Associated with the University Instructors by the 1st, 2nd, 3rd and 4th Grade Undergraduate Students*

	Science Teaching Department	f	English Language Teaching Department	f
1 st Grade Undergraduate Students	Equipped	2	Teaching lessons	4
	University instructor	2	Expert in the field	4
	General Culture	2	Respect for the student	2
	Preparing for life	1	Favoring the student	2
	Educator having title	1	Holding oneself at a distance	1
	University	1	Transferring knowledge	1
	Instructive	1	Taking on interest in students	1
2 nd Grade Undergraduate Students	University instructor	4	Expert in the field	5
	University students' idol	1	Transferring knowledge	4
	Transferring knowledge	1	Favoring the student	3
	Guiding students	1	Encouraging for achieving the target	1
			Idealist	1
			Making the things difficult	1
			Conducting academic studies	1
3 rd Grade Undergraduate Students			Educator having title	1
	Expert in the field	6	Transferring knowledge	5
	General Culture	4	Intellectual	5
	Having responsibility	2	Favoring the student	4
	Taking on interest in students	1	Communicating with students in and out of class	3
	Improving the students	1	Getting ready for class	2
	Teaching lessons	1	Confidence	2
	Guiding	1	Respect for the student	1
	Being in a higher position than the teacher	1	Making learning enthusiastic	1
			Compassionate	1
			Raising well-equipped students	1
			Motivation	1
			Having responsibility	1
		Democratic	1	
4 th Grade Undergraduate Students	Teaching lessons	3	Curious for research	6
	Expert in the field	2	Expert in the field	3
	Having responsibility	1	Open to criticisms	2
			General Culture	2
			Transferring knowledge	1
		Self-enhancement	1	

The 3rd grade Science Teaching and English Language students were found to associate similar concepts with the university instructors. Table 3 displays that students associated university instructors with the concepts of “expert in the field” and “transferring knowledge”. This signifies that 1st and 2nd grade students' definitions regarding the university instructors varied across their departments, while 3rd graders' definitions were similar (Table 3).

Findings Related to Education Faculty Undergraduate Students' Expectations from the University Instructors before Matriculation and Their Views on the Fullfillment Level of Those Expectations after Matriculation

Table 4 shows Science and English Language Teaching undergraduate students' views on the personal characteristics of the university instructors before and after matriculation.

Table 4. Education Faculty Undergraduate Students' Expectations with regard to the University instructors' Personal Characteristics before Matriculation and Their Views on the Fullfillment Level of Those Expectations after Matriculation

Expectations Regarding University Instructors' Personal Characteristics	Before matriculation										After matriculation									
	Science Teaching Undergraduate Students					English Language Teaching Undergraduate Students					Science Teaching Undergraduate Students					English Language Teaching Undergraduate Students				
	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)
Sincere		1	1		2	1		1		2	2	1	3	2	8	2	5		1	8
Formal		1	3	1	5	2	5		1	8	1	1			2		1	1		2
Selfish/Egoist		1	1	1	3						2		1		3		1	1	1	3
Effective communication	Yes		1	1	2							2	3	2	7	1	3		1	5
	No		1	4	1	6	2	2		5	2	1	1		4				1	1
Valuing students	Yes							1		1	1	1	2		4	1			1	2
	No		1		1					1					1				1	1
Welcoming authority		1			1					1					1					
Feared												1			1				2	2
Disciplined	Yes	1			1															
	No										1				1					
Low sense of humor											1				1					
Balance of sincerity and authority	Yes																1			1
	No					2				2						2				2
Being cruel						1				1										
Intellectual								1		1								1		1
Democratic								1		1								1		1
Sophisticated								1		1								1		1
Easy-going								1		1								1		1
Hardworking							1			1										
Closed to criticism																		1		1

Table 4 portrays that Science and English Language Teaching students came to the university with the prejudice that the university instructors would not have sincere relations, but they gave up their thoughts after matriculating. The following extracts were drawn from the interviews with the students.

Our high school teachers frightened us about the university. I was overestimating my teachers here a lot. Like a robot, what you will talk or what you will ask, yet they are quite sincere. For example, we were walking to the dorm and chatting together with our chemistry teacher last year (SF2,3).

When we graduated from high school, all of our teachers or elders said that the university is a very different place, you will have very different relations with the university instructors at the university, but contrary to what they said, we are friends with our university instructors (EF1,3).

Another criterion stated by the students regarding the personal characteristics of the university instructors was selfishness. The participants explained the situation in the following extracts.

University instructors are egoists as they have received a special education for years, but this is not the case during the lessons. We are more hesitant towards assistants rather than the university instructors (SF1,3).

Table 5 illustrates Science Teaching and English Language Teaching students' views regarding the university instructors' professional characteristics.

Table 5. Education Faculty Undergraduate Students' Expectations with regard to the University Instructors' Professional Characteristics and Their Views on the Fullfillment Leval of Those Expectations

Expectations Regarding University Instructors' Professional Characteristics		Before matriculation					After matriculation										
		Science Teaching Undergraduate Students		English Language Teaching Undergraduate Students			Science Teaching Undergraduate Students		English Language Teaching Undergraduate Students								
		1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)						
Well-equipped in the field	Yes	1	4	5	2	2	6	4	14	1	2	3	2	3	5		
	No									3	3	6	2	1	3		
Competence in knowledge transfer	Yes	1	1	2			1		1	1	1						
	No									2	3	5	1	1	2		
Classroom management	Flexible Rules	1		1	1				1	1		1					
	Strict Rules				1				1				2		2		
Effective and efficient lecturing	Yes	1		1	2							1	1	2			
	No									1		2	3				
Endeavoring and being willing for student learning	Yes		1	1			1	1	2		1	1	2	1	1	2	
	No		1	2	3		1	1	2		1	4	5	5	2	7	
Measurement and evaluation methods and applications	Sufficient						1	2	3		1		1	1	2		
	Insufficient		1		1		1		1			1	1	2	7	10	
Selection of methods in teaching process	Traditional Approaches									1	4	3	8	1	4	5	10
	Contemporary Approaches		1		1			1	2								
Role modeling with professional knowledge and practices	Yes						1	2	3								
	No										2	2		4	3	7	

Table 5 displays that Science Teaching undergraduate students (f:5) got into the university with the expectation that university instructors would be equipped in the field, but they found them insufficient (f:6). In addition, the majority of the English Language Teaching undergraduate students (f:14) stated that they entered the university with the expectation that university instructors would be equipped in the field. Below are some of the students' views:

For example, I came with the idea that university instructors would be equipped, expert people and they would be able to transfer knowledge to you and you would understand, but it did not (SF1,4).

Neither my expectations nor my requests were met. I assumed the professors were more professional, more proficient. When I got into university, I saw that they were not very different from high school teachers (EM1,3).

As is seen in Table 5, the majority of the 3rd and 4th year Science Teaching (f:8) and English Language Teaching students (f:10) had the common view that university instructors did not use the new approaches in the lessons sufficiently, on the contrary, they continue to use traditional methods. The participants explained the situation with the following words:

Lower than my high school and primary school teachers. For example, some of our university instructors read the presentation and we just follow the presentation. My expectation was higher (SF3,2).

Some of the university instructors open the book and gives an example of a topic. Then they tell us that we must read and understand the rest of the book because we are smart. (SM4,1).

Here, we come to classes, listen and go. I don't think it has advantages (EF1,2).

While some of the English Language Teaching students (f:3) were identified to find university instructors sufficient before getting into university, the majority of students (f:10) implied that their expectations were not met regarding the measurement, evaluation and practices, which is another criterion related to the university instructors' professional characteristics. Below are some of the students' views:

[...] As a negative aspect, s/he said the subjects that would be asked in the exam or the scores s/he would give, but s/he gave fewer points or asked something else (EM2,1).

We're taking the test. You write a lot of information and your score is 30. The second time you don't work, you write less, you get 30 again. This is noticed by everyone. Everybody gets the same grades. The term and final exams are the same. (EM3,2).

Findings Regarding the Effects of University Instructors on the Education Faculty Undergraduate Students

Table 6 shows the Science and English Language Teaching undergraduate students' views related to the positive effects of the university instructors on them.

Table 6. Science Teaching and English Language Teaching Students' Views Regarding the Positive Effects of University Instructors on Them

Positive Effects of University instructors on Students	Science Teaching Undergraduate Students					English Language Teaching Undergraduate Students				
	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)
Acquiring teaching skills		5	2	4	11		1		1	2
Making inferences from a negative role model		2	5	2	9	2		1	4	7
Taking a positive role model		3	3		6	1		5	4	10
Providing motivation	1	1		1	3					
Development of self-confidence	1	1		1	3		2			2
Ensuring socialization							1	1		2
Directing life	1	1		1	3					
Willingness to lessons		1		1	2			4		4
Contribution to academic life						1	2	1		4
Awakening a sense of wonder	1				1					
Self-inquiry / self-criticism							1			1
Gaining a sense of responsibility	1				1					
Creating work awareness	1				1					
Ensuring maturation		1			1		1	1		2
Total	6	15	10	10	41	4	8	13	9	34

Table 6 shows that the effects of university instructors on Science and English Language Teaching students were generally positive (f:75). The following extracts were drawn from the interviews with the students:

[...] How do we silence a talking student? How do we get them to participate in the lesson? How do we get everyone's attention? How can we summarize the topic? The university instructors guide us as we are pre-service teachers. Use large fonts so that everyone can see the board. They also give us teaching tips in the class, which has a positive effect on us (SF2,2).

They teach us how to behave as a teacher, our stance and manners in the class, and how we can guide the students (SM4,1).

Table 7 presents the Science and English Language Teaching undergraduate students' views related to the negative effects of the university instructors on them.

Table 7. Science Teaching and English Language Teaching Students' Views Regarding the Negative Effects of University Instructors on Them

Negative University Students	Effects of Instructors on	Science Teaching Undergraduate Students					English Language Teaching Undergraduate Students				
		1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)	1 st Grade(f)	2 nd Grade (f)	3 rd Grade(f)	4 th Grade(f)	Total (f)
	Indifference/reluctance towards lessons		3	1	1	5			3	1	4
	Bad sense of humor	1				1					
	Dilemma			1		1			3	1	4
	Caring about not getting quality education			1		1				1	1
	Hopelessness								1	3	4
	Decrease in confidence towards university instructor								1	1	2
	Stress and anxiety						1		1		2
	Pressure						2				2
	Miscommunication								2		2
	Low motivation								1		1
	Developing negative attitudes towards the profession									1	1
	Restriction of freedom								1		1
Total		1	3	3	1	8	3		13	8	24

Table 7 suggests that the effects of university instructors on Science and English Language Teaching students were generally negative (f:32). Upon examining Table 7, the university instructors were determined to mostly have negative effects on the English Language Teaching students (f:13). In particular, the negative effects were at a higher level in the 3rd grade undergraduate students (f:13) of English Language Teaching. The Science Teaching undergraduate students (f: 5) mostly stated that instructors had negative effects on them in terms of indifference and unwillingness to the lesson and they did not want to participate in some of the university instructors' lessons. While the 1st grade students did not express their views on this issue, 2nd grade students were determined to experience more negative effects compared to the other grades. Some of the students' views are as such:

There are teachers who are aggressive about their personality, which has had a negative impact on me. [...] I couldn't listen to the lectures of the university instructors who were very aggressive, but I listened to some of the instructors' lectures with pleasure (SF2,6).

[...] Some of our teachers are very aggressive in the class. A small thing happens in the classroom and they immediately take it personal. One of our instructors affects me negatively. I cannot listen to the lesson (SF2,1).

The English Language Teaching undergraduate students (f:4) mostly stated that instructors had negative effects on them in terms of indifference and unwillingness to the lesson and they did not want to participate in some of the university instructors' lessons. While the 1st and 2nd grade students did not express their views on this issue, 3rd grade students were identified to experience more negative effects. One of the students' views is as such:

[...] Our university instructor's lesson was really boring. We had class in the morning like a class camp. In addition, the tone of the lecturer remained a little low. S/he had no classroom management. Even if you go to bed early in the night, we are inevitably sleeping in that lesson (EM3,2).

English Language Teaching undergraduate students mostly (f:4) stated that although the lecturers explained how to become a teacher, they are not an exemplary tutorial about what to do. As a result, they said that their dilemma had a negative effect on them. Likewise, 1st and 2nd grade students did not express their views, while 3rd grade students expressed that they had more negative effects on this issue. Below are some of the students' views:

[...] For example, they care about discipline a lot. For example, we had an exam, but the notes have not yet been announced (EM3,2).

We have a disadvantage as a department. Since they taught us teaching, we observed more relationships on teaching in that process. I think it's a bad thing for them as they can contradict themselves more [...] (EF4,2).

Discussion and Conclusion

This research attempts to identify Science and English Language Teaching undergraduate students' views regarding university instructors. The research findings revealed that the characteristics that the students seek and expect from the instructors were generally similar. The students were of the view that university instructors should be more qualified in terms of their professional and personal characteristics. The findings also suggested that students took faculty members as role models, and the university instructors were expected to use modern methods, to be sufficient in transferring knowledge, to be expert and equipped in their field, to guide students' development in teaching skills, to effectively fulfill the teaching responsibility as well as not exhibiting inconsistent behaviors.

The students' definitions towards the university instructors were found to be remarkable in terms of the university instructors' relations with them, their field knowledge and high expectations from teaching techniques. TED (2009) defined university instructors as those who have the competence of branch/field knowledge, foreign language, using information technologies, research techniques/methods, abroad experience, measurement and evaluation methods. UNESCO's "Recommendation on the Status of Academic Staff of Higher Education" text published in 1997 signified that university instructors are responsible for the development of the human beings, and they take responsibility for scientific research and activity as well as for the advancement of society. In addition, the text emphasizes the significance of keeping up to date in their fields, publishing scientific activities and developing their pedagogical skills as university instructors in their own disciplines and improving themselves in the process of enhancing their academic credibility. In this regard, the research unveiled that undergraduate students had similar expectations from the university instructors.

The students' views on the university instructors' personal characteristics before getting into university were formal and that they could not communicate effectively with them, but these views changed positively after getting into the university. While the students thought that the university instructors would be equipped in the field and sufficient in transferring knowledge in line with making efforts for the student to learn before matriculating in terms of professional characteristics, their opinions

changed negatively after coming to the university. As a result, the professional characteristics of the university instructors did not meet the students' expectations in terms of these dimensions. After getting into university, the students learning in both teaching fields stated that the university instructors did not use the new approaches adequately during the teaching process and they taught courses with traditional methods. It is noteworthy that the 3rd and 4th year students were especially worried about the traditional approaches regarding the choice of methods in the teaching process in terms of the university instructors' professional characteristics.

In their study conducted on İnönü University Education Faculty undergraduate students' views on the course practices and classroom behaviors, Aksu, Çivitçi and Duy (2008) concluded that students generally had a negative perception towards the university instructors' behaviors, course practices and measurement and evaluation practices. Besides, the study suggested that 3rd grade students had more negative perceptions towards the university instructors' behaviors and course practices than the 4th grade students. In another study carried out by Sümen and Kesten (2014) about Education faculty students' expectations and the fulfillment levels of these expectation in Samsun, the students were identified to find the university instructors more sincere and friendly unlike their expectations, and those expecting student-centered teaching methods witnessed more traditional methods instead. The students also expressed their feeling that the lecturers did not quite appreciate them and that, even though they are highly knowledgeable, they have difficulty in conveying knowledge to the students. This finding is in line with that of this research. The students were found to start the first grade with high expectations, yet they thought that the university instructors did not have sufficient level of effective teacher characteristics. Similar findings emerged in the studies conducted by Arslantaş (2011), Şen & Erişen (2002).

As a result of the research, the students studying in both teaching areas believed that the university instructors became negative role models on some subjects; however, this situation had a positive effect on them contrary to their expectations. The students argued that making inferences from the negative role model would improve themselves in order to achieve the ideal teacher behaviors. In Ergün, Duman, Kıncal and Arıbaşı's (1999) study on determining the characteristics of an ideal university instructor, the students listed the ideal behaviors they expected from the university instructors by emphasizing the undesirable behaviors. The research findings also revealed that the students wanted to have university instructors who avoid the political behaviors, who are objective, who do not use grading as a threat, who appreciate their students and listen to them, who are tolerant, trustworthy, approachable and kind but firm. In terms of education-teaching characteristics, the students were found to look for those who can lecture well, who make the course enjoyable with jokes, and who understand student psychology and level. In this context, in this study, it was determined that the students took their faculty members as role models. It is likely that the students studying in both teaching areas focused on the university instructors' behaviors and teaching skills rather than their knowledge. Furthermore, the students were determined to attach importance to the university instructors' academic and professional characteristics and consider them as role models. Given the effects of the university instructors, they were found to mostly have positive effects on students despite the negative effects. The negative effect of the faculty members on the student causes the student to be uninterested to the lesson.

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