Examination of Teachers' Attitudes Towards Students In Different Variables

RESEARCH ARTICLE

Yücel GELİŞLİ[1], Lazura KAZYKHANKYZY[2], Derya YÜREĞİLLİ GÖKSU [3]

1 Prof. Dr., Gazi University, Eğitim Programları ve Öğretim, gelisli@gazi.edu.tr. ORCID: 0000-0003-2816-3621.

2 Dr., Akhmet Yassawi International Kazakh-Turkish University, Foreign Languages Teaching Department, lazura.kazykhankyzy@ayu.edu.kz. ORCID: 0000-0002-4155-6430.

3 Doç. Dr., Gazi University, Eğitim Bilimleri ve Öğretim, deryaygoksu@gazi.edu.tr. ORCID: 0000-0002- 5218-0010.

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Abstract

The aim of this study is to explore teachers' attitudes toward students by examining various variables. Designed as a descriptive study, it employs a survey model. Data were collected from 373 teachers working in schools affiliated with the Ministry of National Education, using a convenience sampling method. Participants completed the survey via Google Forms. The data collection tool was the "Teachers' Attitude Scale Toward Students," developed by Gelişli, Kazykhankyzy, and Yüreğilli. First, a confirmatory factor analysis was conducted to validate the scale's two-dimensional structure. Based on the results obtained from the scale, teachers' attitudes toward students were analyzed. Findings show that teachers generally exhibit positive attitudes toward students. There were no significant differences in overall scores or sub-dimensions based on gender or age. However, when analyzed by teaching subject, classroom teachers demonstrated significantly more positive attitudes than subject-specific teachers. Similarly, primary school teachers were found to hold more positive attitudes compared to middle and high school teachers. No significant differences were observed based on seniority, either in overall scores or sub-dimensions. In light of the findings, it is recommended that in-service training be provided to secondary school teachers to foster the development of more positive attitudes toward students.

Keywords: *teacher behaviors, attitude, teacher attitude scale, teacher attitudes, teachers' attitudes towards students, teacher-student interaction*

Öğretmenlerin Öğrencilere Yönelik Tutumlarının Farklı Değişkenler Açısından İncelenmesi

ARAŞTIRMA MAKALESİ

Öz

Bu araştırmanın amacı, "Öğretmenlerin Öğrencilere Yönelik Tutum Ölçeği"nin (ÖÖYTÖ) doğrulayıcı faktör analizini yaparak ölçeğin yapı geçerliğini doğrulamak ve bu ölçeği kullanarak öğretmenlerin öğrencilere yönelik tutumlarını farklı değişkenler açısından incelemektir. Araştırma tarama modelinde betimsel bir araştırmadır. Araştırmada veriler uygun örnekleme yöntemiyle seçilen ve Google form yoluyla ulaşılan Millî Eğitim Bakanlığında görev yapan 373 öğretmenden oluşmuştur. Veriler Gelişli, Kazykhankyzy ve Yüreğilli tarafından geliştirilen «Öğretmenlerin Öğrencilere Yönelik Tutum Ölçeği» ile toplanmıştır. Öncelikle ölçeğin doğrulayıcı faktör analizi yapılmış, ölçeğin iki boyutlu yapısı doğrulanmıştır. Daha sonra ölçekten elde edilen veriler doğrultusunda öğretmenlerin öğrencilere yönelik tutumları incelenmiştir. Araştırmada elde edilen sonuçlara göre öğretmenlerin öğrencilere yönelik tutumlarının olumlu ve yüksek olduğu, cinsiyet ve katılımcıların yaşlarına göre ölçeğin toplam puanlarında ve alt faktörlere göre anlamlı bir farklılık olmadığı görülmüştür. Öğretmenlerin branşlarına göre tutumları incelendiğinde sınıf öğretmenlerinin diğer branşlardaki öğretmenlere göre öğrencilere karşı daha olumlu tutumlara sahip oldukları sonucu ortaya çıkmıştır. Okul türü değişkenine bakıldığında ilkokul öğretmenlerinin ortaokul ve lise öğretmenlerine göre öğrencilere karşı daha olumlu tutumlara sahip oldukları sonucu ortaya çıkmıştır. Öğretmenlerin öğrencilere yönelik tutumlarının kıdem değişkenine göre ölçeğin bütününde ve alt boyutlarında anlamlı farklılık göstermediği görülmüştür. Araştırmada elde edilen bulgulara göre sınıf öğretmenlerinin öğrencilere yönelik tutumları daha olumludur. Ortaöğretimde görev yapan öğretmenlere hizmet içi eğitimler verilerek öğrencilere yönelik tutumlarının daha olumlu hâle getirilmesi sağlanabilir.

Anahtar Kelimeler: *öğretmen davranışları, tutum, öğretmene yönelik tutum ölçeği, öğretmen tutumları, öğretmenlerin öğrenciye yönelik tutumları, öğretmen öğrenci etkileşimi*

Introduction

Attitudes can be understood as an organism's inclination to either approach or avoid specific objects, events, values, and beliefs. Breckler (1984) describes attitudes as reactions to prior stimuli or attitude objects. Ajzen and Fishbein define attitude as the evaluation of an object, concept, or behavior, categorizing it as either positive or negative, good or bad, or liked or disliked. Instances of reactions that represent attitudes include approving or disapproving of a policy, expressing fondness or aversion towards a person or group, and assessing any concept as pleasant or unpleasant, desirable or undesirable, good or bad, or enjoyable or unenjoyable (Ajzen & Fishbein, 2000).

Building upon this theoretical framework, İnceoğlu (2010) defines attitude as a mental, emotional, and behavioral reaction predisposition that an individual organizes in relation to themselves or any object, social issue, or event within their environment, based on their experience, knowledge, feelings, and motivation. Furthermore, attitude can also be understood as a readiness to exhibit a particular stance or behavior in response to a given situation, event, object, or person. This readiness is closely associated with an individual's personality traits, the social and cultural environment they live in, their process of socialization, their accumulated knowledge, and their life experiences (İnceoğlu, 2010).

Zimbardo and Leippe (1991) describe attitude as "a tendency to assess an object influenced by a mix of thoughts, emotional responses, intentions to act, and past behaviors which may have an impact on future thoughts, feelings, and actions". From this viewpoint, attitudes are intricate constructs that not only reflect current evaluations but also shape forthcoming responses (Costa, et. al., 2021). Similarly, Eagly and Chaiken (1993) explain that attitudes consist of a set of emotions, beliefs, and actions directed towards a particular object, emphasizing the integration of both emotional and cognitive aspects (Costa, et. al., 2021). Allport (1967) further asserts that an attitude represents a mental and neurological readiness, shaped through experience, which exerts a guiding or dynamic influence on how individuals react to different objects and situations. Although there is often no clear distinction made between attitude (evaluation) and effect, attitudes can indeed be influenced by moods and emotions (Ajzen & Fishbein, 2000). Attitudes significantly influence an individual's actions and responses to specific stimuli. While attitudes are latent constructs that cannot be directly observed, they become evident through observable actions and behaviors (Mishra & Singh, 2017). These insights collectively underscore the complexity and dynamism of attitudes, which serve both as products of past experiences and predictors of future behaviors, events, values, and beliefs.

Although the role of affect in the formation and alteration of attitudes has received increased attention in recent times, the recognition of cognitive processes as antecedents to attitudes has been firmly established over many years. In this context, it is generally accepted that attitude represents a positive or negative mental and neural readiness toward a person, place, thing, or event, and consists of three interrelated components: affective, behavioral, and cognitive (Jain, 2014). These components are defined as follows:

Affective Component: The affective component refers to the emotional response (liking or disliking) that an individual has towards an attitude object. Much research emphasizes the importance of the affective component. An individual's attitude towards an object cannot be solely determined by identifying their beliefs about it, as emotions operate concurrently with cognitive processes related to the attitude object (Jain, 2014).

Behavioral Component: The behavioral component consists of verbal or overt (nonverbal) tendencies exhibited by an individual, which include actions or observable responses resulting from an attitude object. It reflects a person's response (either favorable or unfavorable) regarding their willingness to act in relation to the attitude object (Jain, 2014).

Cognitive Component: The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object (Jain, 2014).

An attitude, which is known as the readiness to exhibit a certain stance or behavior in response to a situation, event, object, or person, has a close relationship with an individual's personality traits, the social and cultural environment they inhabit, their process of socialization, their body of knowledge, and their life experiences (İnceoğlu, 2010).

The perception of attitudes as consistent tendencies influencing behavior has long shaped research in teaching and teacher education (Richardson, 1996). Teachers' attitudes play a critical role not only in shaping instructional practices but also in determining how they interact with students, respond to their needs, and manage the classroom. Early studies emphasized the impact of these attitudes on student learning and development, positioning them as central to the educational process. For instance, Ryans (1960) identified three fundamental patterns of teacher behavior—interpersonal relationships, classroom organization, and teacher enthusiasm—that reflect both affective and procedural dimensions of teaching. These dimensions directly relate to teachers' attitudes toward students, their instructional methods, and their approach to academic tasks (Mayberry, 1971). Over time, this perspective has expanded to include not only observable behaviors but also underlying beliefs. Attitudes and beliefs are now recognized as essential for understanding teachers' thought processes, classroom practices,

and adaptability to change. While attitudes dominated research from the 1950s to the 1970s, it is only in recent decades that teacher beliefs have begun to receive significant attention in the academic literature (Richardson, 1996).

Accordingly, educational research in the 1950s and 1960s concentrated significantly on teachers' social attitudes regarding their students, as well as their views about other individuals, cultures, the nature of learning, and the objectives of education. Researchers interested in developing democratic and integrated classrooms examined teacher attitudes that either hindered or supported this normative vision, particularly looking at democratic versus authoritarian orientation and attitudes towards other cultures and races (Rokeach, 1960; Richardson, 1996). Peck and Tucker (1973), Richardson, (1996) summarized several studies that explored the relationship among attitudes, personality factors, and classroom behaviors. For example, some studies investigated how dogmatic versus open-minded student teachers and their cooperating teachers rated their classroom practices, as well as whether the level of dogmatism in cooperating teacher influenced dogmatism of student teachers (Richardson, 1996).

A teacher's belief system is shaped by their perceptions and attitudes, which influence their teaching methods and decision-making. These beliefs are typically resistant to change unless presented with compelling evidence. A teacher's beliefs affect their teaching style, the resources they select, and the way they organize their classroom. Often, teachers replicate the teaching methods they experienced themselves and use their own school experiences to form their belief system (Collum, 2012). These belief systems and attitudes have direct consequences on students' learning experiences and emotional engagement in the classroom. Teachers' thoughts, attitudes, emotional responses, and various habits influence students' attitudes toward school and their engagement with lessons.

On one hand, teachers carry out the task of educating students through their knowledge, skills, and attitudes; on the other hand, their behaviors directly shape students' actions. When teachers demonstrate sincerity, understanding, and patience, they encourage students to develop positive attitudes. Conversely, negative teachers' behaviors have detrimental effects on students (Güçlü, 2000, pp. 21; Ünişen & Demirel, 2018). Often, students are more influenced by the teacher's approach to the subject than by the subject matter itself, as they respond to the way teachers interpret and present information (Ünişen & Demirel, 2018).

Therefore, in classrooms where teachers' attitudes are not carefully considered, significant challenges may arise in the effective implementation of teaching activities. Teachers' attitudes are connected with instructional behavior, which influences student achievement. According to Gourneau (2005), "The attitudes and actions that teachers use effectively can ultimately lead to a positive impact on their students' lives. It is well-recognized that attitudes significantly influence teachers' practices and behaviors" (Scrivner, 2009).

Teachers' attitudes are closely linked to their teaching behavior (Scrivner, 2009). Teachers are expected to maintain positive attitudes toward both students and instruction (Semerci & Semerci, 2004). Good teachers serve as role models who help students develop positive behaviors (Türkoğlu, 2002, p. 267). A core teacher attitude includes the beliefs that all students have the potential to learn, which increases the possibility of learning success for all students (Scrivner, 2009). According to Ünişen and Demirel (2018), recent research on teachers indicates that those with strong personal qualities positively influence their students whereas inadequate teachers can alienate students from school, learning, education, and even teachers themselves.

Teachers' attitudes are sometimes shaped by their experiences with students in different school environments. Research has even shown that teachers respond differently to students in identical situations. In a study conducted by Steed (1985), findings indicate that teachers, influenced by their past experiences, often anticipate which students are likely to cause disruptions and can predict how they will react when given a firm warming. The nature and severity of a student's behavior, along with the teacher's prior knowledge of that student, play a significant role in shaping their responses.

Biggs and Moore (1993) suggest that teachers possess diverse beliefs regarding their students (as cited in Ng, 2002). Some educators view students as inherently lazy and lacking ambition, leading them to feel that students need to be motivated to exert effort (a viewpoint consistent with McGregor's Theory X). Consequently, these teachers tend to adopt a conservative and authoritarian approach. Such conservative-authoritarian educators uphold traditional teacher authority in the classroom and expect unwavering respect from their students for this authority.

In contrast, some educators hold the view that every student is a distinct individual capable of self-guidance and self-regulation when they are motivated to achieve the learning goals (McGregor's Theory of Y). As a result, these teachers take a more open and democratic approach with their students. They believe that every student has inherent potential that can be nurtured and developed. These teachers put considerable effort into assisting students in recognizing and realizing this inner potential (Watt, 1989, as cited in Ng, 2002).

Teacher behaviors, both verbal and nonverbal, reflect their professional attitudes, values, and beliefs. For example, qualities such as caring, fairness, honesty, responsibility, and social justice are fundamental in defining teacher dispositions (Scrivner, 2009). Therefore, teacher attitudes and beliefs play a crucial role in understanding classroom practices and shaping teacher education programs aimed at helping prospective and in-service teachers refine their thinking and instructional approaches (Richardson, 1996). These factors influencing the formation of teachers' attitudes towards students can be outlined as follows (Scrivner, 2009);

1. Students in-class success levels,
2. Socioeconomic characteristics of the school environment,
3. Working conditions of the school,
4. Teacher competencies,
5. Teachers' teaching method preferences.

According to this, one of the factors that affect teachers' attitudes towards students is the variation in students' academic success within the classroom (Can & Baksi, 2014; Süral, 2013). Additionally, students' socio-economic levels of the status are also an important variable (Duman et al., 2004). Teachers' professional competencies, along with the teaching methods and techniques they employ, are also associated with their attitudes toward students. For instance, teachers who demonstrate positive attitudes and adopt a more student-oriented and democratic approach are more likely to use student-centered teaching methods (Özcan et al., 2023). Furthermore, factors such as school-wide solidarity, cooperation among colleagues, and engagement between the school and the broader community can also influence teachers' attitudes toward students.

Numerous studies have been conducted on teachers' attitudes, examining their impact on various aspects of education. These studies primarily focus

on how teachers' attitudes influence students' subject choices, classroom management strategies, communication with students, academic achievement, school attendance, and student engagement in lessons. Teachers' attitudes are shaped by various factors. Research has shown that in-service training positively influences teachers' attitudes (Leyser et al., 1994; Stoler, 1992). However, other studies suggest that professional experience and seniority do not necessarily lead to improved teachers' attitudes (Dupoux et al., 2006; McLesky Waldron, 1995; Wilczenski, 1993).

Additionally, administrative support plays a crucial role in fostering positive teacher attitudes. The availability of organizational support and resources is considered essential for successfully integrating teachers into schools (Kruger et al., 1995). Another key factor influencing teachers' attitudes is class size. Many educators have reported that reducing the class size to 20 students would positively affect teacher attitudes toward teaching (Pollard & Rojewski, 1993; Scruggs & Mastropieri, 1996).

Many studies on teacher attitudes have been conducted in Türkiye, focusing on various aspects such as the relationship between attitudes toward the profession and student achievement, teaching attitudes and self-perception, and willingness to pursue the profession and organizational commitment (Bozdoğan et al., 2007; Çakır, 2005; Çakır et al., 2006; Çapa & Çil, 2000; Çeliköz & Çetin, 2004; Demirtaş et al., 2011; Gürbüz & Kışoğlu, 2007; Gürkan, 1993; Oral, 2004; Semerci & Semerci, 2004; Şimşek, 2005; Türkoğlu, 2002; Üstüner et al., 2009; Yüksel, 2004). However, research specifically examining teachers' attitudes towards students remains limited.

In contrast, international studies on teaching attitudes have been more comprehensive. These studies have explored attitudes toward the teaching profession and the learning environment, as well as the relationship between teacher attitudes and student achievement, teacher perceptions of the school context, and the effects of teachers on students' personality development. Findings from these studies highlight the significance of both effective teaching practices and the influential role teachers play in students' personal growth and academic success (Cantrell et al., 1977; Guskey, 1988; Luo & Murray, 2018; Scrivner, 2009).

One notable study on teachers' attitudes toward students is Barr's (2013) article titled "Student-teachers' attitudes toward students with disabilities: Associations with contact and empathy." This study examined the attitudes of pre-service teachers toward students with disabilities. Additionally, it explored the relationship between student-teachers' interactions with students with disabilities and their attitudes toward them, as well as the relationship between student-teachers' attitudes toward students with disabilities and their levels of empathy.

Dupoux et al. (2006) conducted a study on teachers' attitudes toward the inclusion of students with disabilities in Haitian classrooms. The research revealed that teachers' attitudes towards inclusion were not affected by their years of teaching experience but were positively associated with their level of education. Furthermore, there were no notable differences between teachers in rural and urban areas. Other findings suggested that factors related to teachers' beliefs and cognitive perspectives had a greater impact on their attitudes than their actual teaching experience.

Research has demonstrated a relationship between teachers' attitudes toward students and student achievement (Collum, 2012; Lee & Loeb, 2000; Schwartz, 1992; Watt, 1989). Several studies have emphasized the importance of understanding and evaluating these attitudes, as they influence not only student outcomes but also instructional decisions. In line with this, teachers' attitudes toward students are considered critical in shaping classroom practices and guiding the identification of key competencies for both pre-service and in-service teacher education. Therefore, assessing such attitudes is necessary for the effective design of teacher training programs (Richardson, 1996).

There is a lack of comprehensive research in Turkey that directly examines teachers' attitudes toward students. Most existing studies primarily focus on classroom management, teaching practices, or student achievement, leaving a significant gap in understanding how teachers' personal attitudes affect student experiences. However, it is widely acknowledged that students are strongly influenced by their teachers' behaviors and attitudes, which in turn impact their motivation, engagement, and academic performance. Therefore, it is essential to explore how variables such as teaching experience, subject area, school level, and gender influence these attitudes. Conducting such research would not only contribute to a deeper understanding of teacher-student interactions but also enrich the existing literature by offering insights from multiple variable perspectives.

Aims of the study

The aim of this study is to verify the construct validity of the "Teachers' Attitudes Towards Students Scale" (TATSS) by confirmatory factor analysis and to examine teachers' attitudes towards students in terms of various variables.

Research Questions

1. What is the overall level of teachers' attitudes toward students?
2. Do teachers' attitudes toward students differ according to gender?
3. Do teachers' attitudes toward students vary depending on their subject area (branch)?
4. Is there a significant difference in teachers' attitudes toward students across different age groups?
5. Do teachers' attitudes toward students differ based on the type of school they work in (e.g., primary school, secondary school, high school, etc.)?
6. Is there a significant relationship between teachers' professional seniority and their attitudes toward students?

Methodology

Research Model

This study, which investigates teachers' attitudes toward students, was designed using a quantitative research model. A descriptive research method was employed. According to Karasar (2012), descriptive models are research approaches that aim to describe a past or current situation as it exists. Survey research designs are commonly used in quantitative studies, where researchers administer a survey to a sample or an entire population to describe their attitudes, opinions, behaviors, or characteristics (Creswell, 2012). In this study, teachers' attitudes toward students were examined in their current form.

Sample

The population of the research consists of approximately 993,397 teachers working in public schools affiliated with the Ministry of National Education (MoNE, 2024). The study sample includes 373 teachers from various school levels within MoNE, selected through a convenience sampling method and reached via a Google Form survey. The sample size was determined based on a 95% confidence level and a margin of error of ±0.05 (Sencer, 1980). Since no specific sampling criteria were established in the study, the convenience sampling

method was preferred. This method accelerates the research process by allowing the researcher to choose participants who are readily accessible (Kahraman Kılbaş & Cevahir, 2023). Convenience sampling is a non-probability sampling technique in which participants are selected based on their accessibility and proximity (Kılıç, 2013). In simple terms, it involves choosing individuals who are easy to reach—such as friends, colleagues, or people from nearby locations. The rationale for using this method was to obtain a more heterogeneous sample (Başaran, 2017). Additionally, the simplicity, speed, and cost-effectiveness of the method were key factors in its selection (Abbadia, 2024). The confirmatory factor analysis of the scale and the analyses addressing the research questions were conducted using data collected from the 373 participants. The demographic characteristics of the participating teachers are presented in Table 1.

Table 1

Frequency Distribution of Teachers' Demographic Characteristics

Frequency distribution of teachers' demographic characteristics		f	%
Gender Distribution	Female	259	69,4
	Male	113	30,3
	Not responding	1	0,3
Age Distribution	20-30	17	4,6
	31-40	138	37,0
	41-50	137	36,7
	51-60	73	19,6
	61-….	8	2,1
Teaching Branch Distribution	Language	57	15,3
	Science	30	8,0
	Maths	33	8,8
	Primary S.	77	20,6
	Vocational Course Teacher (VHS-Male)	23	6,2
	Nursery S.	21	5,6
	Physical Ed.	7	1,9
	Philosophy and Counseling	18	4,8
	Vocational Course Teacher (VHS-Female)	41	11,0
	Religion	13	3,5
	Computer and Instructional Technology (CIT)	13	3,5
	Fine Arts	11	2,9

Frequency distribution of teachers' demographic characteristics		f	%
Level of School Distribution	Nursery S.	10	2,7
	Primary S.	90	24,1
	Secondary S.	54	14,5
	High S.	219	58,7
Seniority Distribution	1-5 years	21	5,6
	6-10 years	60	16,1
	11-15 years	53	14,2
	16-20 years	54	14,5
	21-25 years	84	22,5
	26 years and over	101	27,1

An analysis of the frequency distribution of the demographic characteristics of the teachers participating in the study revealed that there were 259 female participants, 113 male participants, and 1 participant who did not specify his/her gender. Accordingly, 69.4% of the participants were female, 30.3% were male, and 0.3% did not indicate gender.

Regarding the distribution, the largest groups were the teachers aged 31-40 years (138), and those aged 41-50 (137). Conversely, the least represented age groups were teachers aged between 20-30 (17) and those over 61 years old (8 participants).

In terms of branch distributions, primary school teachers constituted the largest group, with 77 participants (20.6%), while physical education teachers had the lowest representation with 7 participants (1.9%).

When examining participation by school level, high school teachers formed the largest group with 219 participants (58.7%), while nursery schoolteachers had the lowest participation with 10 participants (2.7%).

Regarding seniority, the most represented groups were teachers with 21-25 years of experience (84 participants, 22.5%), and those with 26 or more years of experience (101 participants 27.1%). The least representative group consisted of teachers with 1-5 years of experience (21 participants, 5.6%).

Data Collection Tools

In this study, the Teachers' Attitude Scale toward Students developed by Gelişli, Kazykhankyzy and Yüreğilli (2024) was used as the primary data collection instrument. The original version of the scale was developed in Turkish and later translated into English during the article writing process. To ensure the structural validity of the scale the authors conducted Exploratory factor analysis and reliability analyses. The scale consists of 19 items divided into two subscales. Cronbach's Alpha reliability coefficient for the entire scale was found to be 0.912, indicating a high level of internal consistency. Table 2 presents the reliability analysis of the scale.

Table 2

Reliability Analysis Results of The Scale and Sub-Dimensions (Gelişli et al., 2024)

Factors	n	Items No	$\bar{X}$	Variance Explained	Cronbach Alpha
Factor 1: to Endeavor for Students	325	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	4,68	%40,23	,871
Factor 2: to Appreciate Students	325	12, 13, 14, 15, 16, 17, 18, 19	4,57	%7,81	,853
Total	325		4.63	%48.04	,912

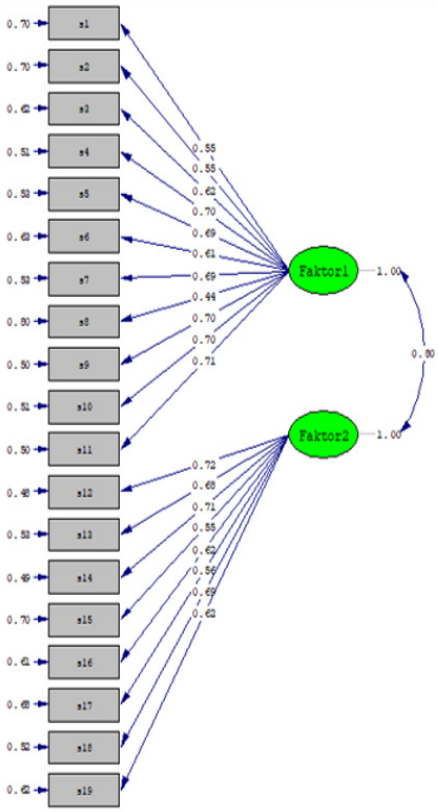
In this study, Confirmatory Factor Analysis (CFA) was also conducted to test the construct validity of the scale.

Confirmatory factor analysis

Confirmatory factor analysis (CFA) was conducted to determine the suitability of the scale structure identified through exploratory factor analysis (EFA) in terms of model fit indices. The results indicated that the model fit values for the 19 items on the scale were at an acceptable level. Consequently, the structure derived from the exploratory factor analysis was confirmed. The revised model obtained from the CFA is presented in Figure 1 and Table 3, and the results are interpreted together.

Figure 1

Confirmatory Factor Analysis Path Diagram of Teachers' Attitudes Towards Student's Scale



When examining the path diagram, the t-values are found to be 29.56 and $p < .05$, indicating statistical significance. The significance of the t-values for all items is considered a fundamental criterion for model acceptability (Schumacker & Lomax, 2010; Şimşek, 2007). Regarding item error variances, none exceed 0.80, suggesting that the explanatory power of the items is adequate (Şimşek, 2007). An analysis of the standardized coefficients shows that the item with the lowest factor loading is Item 8, with a loading of 0.44 and an error variance of 0.80. This value is close to the acceptable threshold of 0.45. According to Evci and Aylar (2017), the minimum acceptable loading of an observed variable on

a latent construct is 0.20. Harrington (2009) further categorizes factor loadings as follows: 0.71 and above = excellent, 0.63 = very good, 0.55 = good, 0.45 = acceptable, and 0.32 = weak. The factor loadings of the remaining items range between 0.55 and 0.72, indicating a satisfactory level. At this stage, it is necessary to examine the model's fit indices (Çapık, 2014).

After the confirmatory factor analysis of the scale, the values accepted in the fit index calculations were provided and shown in Table 2.

Table 3

TATSS Goodness of Fit Statistic

Fit Index	Good Fit	Acceptable Fit	Suggested New Model	Acceptable
$\chi 2$		525.13 (P = 0.0)		
$\chi 2$/df	0,00 < $\chi 2$/sd< 3,00	3,00 < $\chi 2$/sd< 5,00	3,477	Acceptable
P değeri	0,05 ≤ p ≤ 0,10	0,01 ≤ p ≤ 0,05	0,000	
RMSEA	0,00 ≤ RMSEA ≤ 0,05	0,05 ≤ RMSEA ≤ 0,10	0.087	Acceptable
The P-value for the Test of Close Fit	0,10 ≤ p ≤ 1,00	0,05 ≤ p ≤ 0,10	0.000	
RMR	0,00 ≤ RMR ≤ 0,05	0,05 ≤ RMR ≤ 0,10	0.018	Good Fit
SRMR	0,00 ≤ SRMR ≤ 0,05	0,05 ≤ SRMR ≤ 0,10	0.059	Acceptable
NFI	0,95 ≤ NFI≤ 1,00	0,90 ≤ NFI ≤ 0,95	0.94	Acceptable
NNFI	0,97 ≤ NNFI ≤ 1,00	0,90 ≤ NNFI ≤ 0,97	0,95	Acceptable
CFI	0,95 ≤ CFI ≤ 1,00	0,90 ≤ CFI ≤ 0,94	0.96	Good Fit
IFI	0,95≤ IFI ≤ 1,00	0,90 ≤ IFI ≤ 0,94	0,96	Good Fit
GFI	0,96 ≤ GFI ≤ 1,00	0,90 ≤ GFI ≤ 0,95	0,88	
AGFI	0,90≤ AGFI ≤ 1,00	0,85≤ AGFI ≤ 0,90	0,86	Acceptable
PGFI	0,95 ≤ PGFI ≤ 1,00	0,50 ≤ PGFI ≤ 0,95	0,68	Acceptable
AIC Model	Independence AIC = 656.00≤ 9160.51		380.00	
CAIC Model	Independence CAIC = 847.94≤ 9254.02		1315.10	
ECVI	90 Percent Confidence Interval for ECVI (1.58; 1.97)		1,76	

Confirmatory factor analysis was conducted to assess the sample aligned with the original factor structure of the scale. The analysis yielded the following model fit indices: RMSEA, 0.087; $\chi 2/df=3,477$; SRMR=.059; NFI=.94; NNFI=.95; IFI=.96; CFI=.96; RFI = .93. These results indicate that the model fit values fall within the acceptable reference range, confirming the suitability of the factor structure.

Confirmatory factor analysis was conducted to verify the accuracy of two-dimensional structure identified through explanatory factor analysis. As a result of the analysis, the fit values of the model are RMSEA, 0.087; $\chi 2/df=3,477$; SRMR=.059; NFI=.94; NNFI=.95; IFI=.96; CFI=.96; RFI is calculated as .93. These values indicate that the model falls within the acceptable reference range, confirming the validity of the two-factor structure.

In Confirmatory Factor Analysis chi-square fit test should ideally fall between 2 and 3, while the Root Mean Square Errors of Approximate (RMSEA) value should not exceed 0.08. Additionally, the Comparative Fit Index (CFI et al.) values should be above 0.85 or preferably 0.95, and the Goodness of Fit Index (GFI) should be higher due to its similarity to R2 in multiple regression analysis (Hooper et al., 2008; Kline, 2005). The GFI value of the scale (0.88) is slightly below the acceptable threshold of 0.90. However, AGFI is the GFI index, which accounts for sample size is preferred with large sample. When the initial model fit indices obtained in the study are generally evaluated, they can be considered within acceptable limits (Ayyıldız & Cengiz, 2006; Demir & Akengin; 2010; Hair et al, 1995; Jöreskog & Sörbom,1996; Kasun, 2019; Yılmaz & Altınkurt, 2014).

Moreover, for values ranging from 0-1 the Root Mean Squared Error (SRMR) value closest to zero is for a better fitting model. Also, the model with the lowest values for Akaike Information Criterion (AIC, Akaike Information Criterion), Consistent Akaike Information Criterion (CAIC, Consistent Akaike Information Criterion), and Expected Cross Validation Index (ECVI) is considered the most accurate representation of the data. The model's suitability was assessed using reference values presented in Table 3 (Kline, 2005; Schermelleh Engel et al., 2003; Schumacker & Lomax, 2010; Seçer, 2013). Based on these criteria, the 19-item, two-factor structure of the "Teachers' Scale for Students" was confirmed.

Scale scoring is given in Table 4.

Table 4

Distribution of Scores in the Scale

Score distribution	Level of agreement
1.00 – 1.80	Disagree
1.81 – 2.60	Partially agree
2.61 – 3.40	Moderately Agree
3.41 – 4.20	Agree
4.21 – 5.00	Totally agree

Data Analysis

In this study, descriptive and comparative analysis techniques from quantitative data analysis methods were used. To assess the normality of the data distribution, the Kolmogorov Smirnov normality test was conducted. The results indicated that the data of the study were not normally distributed across the following variables: gender variable (K-Smirnov Z=0.441, p = 000), age (K-Smirnov Z=.224, p = 000), branch (K-Smirnov Z=.194, p = 000), school (K-Smirnov Z=.366, p = 000), seniority (K-Smirnov Z=.201, p = 000), $p< 0.05$). Addition, when the group sizes are unequal or contain fewer than 30 participants nonparametric tests are recommended, as parametric tests assumption are more likely to be violated with smaller sample size. Given these considerations, nonparametric statistical methods were applied in this study to ensure the validity of the findings (Sümbüloğlu & Sümbüloğlu, 2007).

To address the first research question, teachers' overall attitudes towards students were analysed using the arithmetic mean. Since the data in the study did not follow a normal distribution, non-parametric tests were employed. For the gender variable the Mann Whitney U test was usedFor comparisons across multiple variables such as branch, age, years of experience and type of school the Kruskall Wallis H test was applied. Additionally, to identify significant difference between specific groups, the Bonferroni test, one of the Posthoc tests was used.

Results

This section includes the findings related to the aim of the research and its objectives. In this study, the structural validity of the "Attitude Scale Toward Students" (ASTS) developed by Gelisli, Kazykhankyzy and Yüreğilli (2024) to assess teachers' attitudes toward students was verified. The scale consists of 19 items and two sub-dimensions. The first sub-dimension 'to Endeavor for Students' includes 11 items, while the second sub-dimension 'to Appreciate Students' includes eight items.

The findings regarding the research question are presented in tables along with their corresponding interpretations.

Teachers' general attitudes toward students

Table 5 displays the teachers' attitude scores toward students.

Table 5

The Level of Teachers' Attitudes Toward Students

Number	Items	n	Median	Mean	Std. Dev.
a1	I attach importance to students' opinions.	373	5,00	4,54	,573
a2	I believe in the importance of being impartial when evaluating students.	373	5,00	4,79	,453
a3	I respect students' values and beliefs	373	5,00	4,68	,528
a4	I respect the personal rights and responsibilities of my students.	373	5,00	4,74	,464
a5	I treat students with respect	373	5,00	4,71	,460
a6	I am happy to teach students something.	373	5,00	4,78	,425
a7	I treat students democratically in solving problems.	373	5,00	4,57	,546
a8	I am against any form of violence against students.	373	4,00	4,38	,644
a9	I appreciate my students when they accomplish a task.	373	5,00	4,52	,579

Number	Items	n	Median	Mean	Std. Dev.
a10	I treat my students with respect when I give feedback.	373	5,00	4,74	,478
a11	I am accommodating to my students in solving problems that arise in teaching activities.	373	5,00	4,62	,527
a12	I make an effort to solve students' problems.	373	5,00	4,52	,579
a13	I am happy to give of myself for my students.	373	5,00	4,51	,570
a14	I am happy to help students solve their problems.	373	5,00	4,46	,649
a15	During my communication with students, I treat them sincerely.	373	5,00	4,59	,582
a16	I am happy to greet my students.	373	5,00	4,46	,619
a17	It doesn't bother me when students who behave illegally at school/class are punished.	373	5,00	4,63	,544
a18	All students are precious for me.	373	5,00	4,71	,537
a19	I believe that collaborating with students will increase their success.	373	4,00	4,33	,767
Factor 1: to Endeavor for Students		373	4,72	5.00	,338
Factor 2: to Appreciate Students		373	4,62	5.00	,415
Total		373	4,68	4,59	,349

To assess the extent of teachers' responses to the scale items and the overall scale, the arithmetic mean and median were used as descriptive statistics. According to the data in Table 5, considering both the arithmetic means and median values, it can be concluded that teachers have a high level of positive attitudes toward students. The statistical averages for items 2, 4, and 6 are higher than those of other items. In this context, the highest ranked statements reflecting teachers attitudes toward students are: "I believe in the importance of being impartial when evaluating students," "I respect the personal rights and responsibilities of my students," and "I am happy to teach students something".

Examining teachers' attitudes toward students according to their gender

Teachers' attitudes toward students were examined in terms of their gender and the obtained data are given in Table 6.

Table 6

Comparison Results of Teachers' Attitudes Towards Students According to Gender Variable

Scale Gender		N	Mean Rank	Sum of Ranks	Z	Mann-Whitney U	*p*
Factor 1: to Endeavor for Students	Female	259	192,21	49782,00	-1,564	13155,000	,118
	Male	113	173,42	19596,00			
Factor 2: to Appreciate Students	Female	259	189,88	49178,00	-,925	13759,000	,355
	Male	113	178,76	20200,00			
Total	Female	259	191,10	49494,50	-1,252	13442,500	,210
	Male	113	175,96	19883,50			

As shown in Table 6, the results of the Mann-Whitney U test indicate that teachers' attitudes toward students do not differ based on gender. For Factor 1, no significant difference was observed (U=13155.000, $p>.05$). Similarly, the results for factor 2 show teachers attitudes toward students did not vary by gender (U=13759.000, $p>.05$). Additionally, the analysis of the total scores revealed no significant difference in teachers' attitudes towards students based on gender (U=13442.500, $p>.05$).

Examining teachers' attitudes toward students according to their ages

Teachers' attitudes toward students were examined in terms of age distribution and the obtained data is given in Table 7.

Table 7

Comparison Results of Teachers' Attitudes Towards Students According to Age Variable

Scale	Age	N	Mean Rank	Sum of Ranks	Df	H	*p*
Factor 1: to Endeavor for Students	20-30	17	4,6364	,39626			
	31-40	138	4,6179	,33894			
	41-50	137	4,6802	,34355	4	,628	,643
	51-60	73	4,6550	,31925			
	61-	8	4,6023	,31841			
Factor 2: to Appreciate Students	20-30	17	4,4926	,47077			
	31-40	138	4,4719	,40329			
	41-50	137	4,5876	,43575	368	1,468	,211
	51-60	73	4,5445	,38940			
	61-	8	4,6094	,27901			
Total	20-30	17	4,5759	,38111			
	31-40	138	4,5564	,34585			
	41-50	137	4,6412	,36123	372	1,045	,384
	51-60	73	4,6085	,33113			
	61-	8	4,6053	,27276			

As shown in Table 7, the results of the Kruskall-Wallis H test indicate that teachers' attitudes toward students do not differ based on age. For Factor 1, no significant difference was observed (H=.628, p>05). Similarly, the analysis of Factor 2, revealed no significant variation in teachers' attitudes toward students based on age (H=1.468, p>.05). Additionally, an examination of the total scores confirmed that teachers' attitudes toward students did not significantly differ according to age (H=1.045, p>.05).

Examining teachers' attitudes toward students according to their branches

Teachers' attitudes toward students were examined in terms of the branches they work in and the data obtained are given in Table 8.

Table 8

Comparison Results of Teachers' Attitudes Towards Students According to The Branch Variable

Scale	Branches	N	Mean rank	Df	H	*p*	Post hoc
Factor 1: To Endeavor for students	Language	57	165,23	12	28,022	,005	Religion - primary s. Maths - primary s. Cit - primary s. Language - primary s. Science - primary s. Phil and couns -primary s. Vct(male)- primary s. Social s.- primary s.
	Science	30	168,62				
	Maths	33	159,30				
	Primary s.	77	239,73				
	Vct(male)	23	198,35				
	Nursery s.	21	180,57				
	Physical ed.	7	189,00				
	Social s.	29	180,93				
	Philosophy and Counseling	18	179,47				
	Vct (female)	41	180,24				
	Religion	13	142,04				
	Cit	13	160,38				
	Fine arts	11	189,27				
Factor 2: To Appreciate students	Language	57	171,42	12	24,094	,020	Religion- primary s. Maths - primary s. Cit - primary s. Language - primary s. Science - primary s. Religion - nursery s.
	Science	30	152,83				
	Maths	33	150,74				
	Primary s.	77	225,29				
	Vct (male)	23	194,09				
	Nursery s.	21	206,10				
	Physical ed.	7	198,14				
	Social s.	29	194,34				
	Philosophy and Counseling	18	202,08				
	Vct (female)	41	187,45				
	Religion	13	132,23				
	Cit	13	154,88				
	Fine arts	11	200,23				

Scale	Branches	N	Mean rank	Df	H	*p*	Post hoc
Total	Language	57	169,38	12	26,824	,008	Religion - primary s.
	Science	30	159,08				Maths - primary s.
	Maths	33	152,52				Cit - primary s.
	Primary s.	77	234,31				Language- primary s.
	Vct (male)	23	200,41				Science - primary s.
	Nursery s.	21	193,10				Language - primary s.
	Physical ed.	7	190,86				Vct(male)- primary s.
	Social s.	29	187,60				Social s.- primary s.
	Philosophy and Counseling	18	189,47				
	Vct (female)	41	183,18				
	Religion	13	133,46				
	Cit	13	154,54				
	Fine arts	11	194,86				

As shown in Table 8, the results of the Kruskal-Wallis H test, conducted to determine whether the teachers' attitudes toward students differ based on branch, indicate a significant difference for Factor 1 (H=28.022, $p<.05$). According to the Bonferroni test, a post-hoc analysis used to identify the specific branches where differences occur, significant variations were between secondary and primary school teachers and those teaching subjects such as religious culture, mathematics, computer and instructional Technology, language, science, guidance and philosophy, vocational high school for females and social sciences. This analysis revealed that teachers' attitudes toward students varied among these branches.

When examining the mean rank, it was found that primary school teachers have more positive attitudes toward students than teachers in other branches. Similarly, for Kruskal-Wallis H test results indicate that teachers' attitudes toward students differ based on branch (H=24.094, $p<.05$). The results show that primary school teachers' attitudes significantly differ from those of teachers in religion, mathematics, Computer and Instructional Technology, language, science and nursery school branches. In line with Factor 1, an analysis of the mean rank for Factor 2 also reveals that primary school teachers have more positive attitudes toward students compared to other branches.

An analysis of the total scores revealed a significant difference in teachers' attitudes toward students based on the branch's variable (H=26.824, p<.05). The results indicates that attitudes towards students differed between the primary school teachers and those teaching religious, mathematics, Computer and Instructional Technology, language, science, and vocational high school for females. An examination of the mean rank shows that primary school teachers have not yet reached full maturity, their behavior, even if disruptive may be perceived as tolerable by teachers. In contrast secondary school and high school students', whose behaviors may be more intentional could influence teachers' attitude more negatively, potentially reducing the level of tolerance they receive.

Examining teachers' attitudes toward students according to the type of school they work in.

Teachers' attitudes toward students were examined in terms of the type of school they work in and the data obtained are given in Table 9.

Table 9

Comparison Results of Teachers' Attitudes Towards Students According to School Type Variable

Scale	Type of School	N	Mean Rank	Df	H	*p*	Post hoc
Factor1: to Endeavor for Students	Nursery S.	10	188,15	3	17,424	,001	Secondary S.- Primary S. High S. - Primary S.
	Primary S.	90	227,74				
	Secondary S.	54	173,05				
	High S.	219	173,65				
Factor2: to Appreciate Students	Nursery S.	10	242,75	3	10,525	,015	Secondary S.- Primary S. High S. - Primary S.
	Primary S.	90	212,51				
	Secondary S.	54	173,56				
	High S.	219	177,29				
Total	Nursery S.	10	216,15	3	13,596	,004	Secondary S.- Primary S. High S. - Primary S.
	Primary S.	90	221,41				
	Secondary S.	54	173,69				
	High S.	219	174,81				

As shown in Table 9, the results of the Kruskal-Wallis H test, conducted to determine whether teachers' attitudes towards students differ based on the type of school they work in, indicate a significant difference in Factor 1 (H=17.424, p<.05). According to the Bonferroni test, a Post-hoc analysis used to determine specific differences between school types, attitudes towards students significantly differ between primary and secondary school teachers, as well as between high school and primary school teachers. In this context, an examination of the mean rank confirms that primary school teachers exhibit more positive attitudes toward students compared to both secondary and high school teachers.

Similarly, the Kruskal-Wallis H test results for Factor 2 indicate that teachers' attitudes toward students also vary based on school type (H=10.525, p<.05). The results show significant differences between primary and secondary school teachers, as well as between primary and high school teachers. In this context, mean rank scores confirm that primary school teachers have more positive attitudes toward students compared to both secondary and high school teachers.

It was also analyzed that there was a significant difference between the total scores of the teachers based on the type of school they worked in (H=13.596, p<.05). The results show that attitudes towards students differ between secondary and primary school teachers, as well as between high school and primary school teachers. When considering the branch variable analyzed earlier, the findings support the conclusion that primary school teachers have more positive attitudes toward students compared to secondary and high school teachers. This is expected, given that primary school teachers work in primary schools, while teachers of other branches predominantly work in secondary or high schools.

An analysis of the mean rank scores confirmed that primary school teachers have more positive attitudes toward students than their secondary and high school counterparts. This difference may be attributed to the age and maturity of the students they teach, similarly to the findings related to the branch variable. Since primary school students are still in childhood, their mistakes may be more easily tolerated by teachers. In contrast, behaviors observed in secondary and high school students, such as disruptive conduct or instructional challenges may be perceived as more intentional. Consequently, this could contribute to a decline in teachers' overall attitudes toward students at these levels.

Examining teachers' attitudes toward students according to their length of service

Teachers' attitudes toward students were examined in terms of their length of service and the obtained data are given in Table 10.

Table 10

Comparison Results of Teachers' Attitudes Towards Students According to Seniority Variable

Seniority		n	Mean Rank	Df	H	*p*
Factor1: to Endeavor for Students	1-5 years	21	163,79	5	3,261	,660
	6-10 years	60	169,96			
	11-15 years	53	192,05			
	16-20 years	54	194,48			
	21-25 years	84	190,10			
	26 y. and older	101	192,72			
Factor2: to Appreciate Students	1-5 years	21	163,64	5	6,680	,246
	6-10 years	60	159,94			
	11-15 years	53	192,18			
	16-20 years	54	186,11			
	21-25 years	84	196,46			
	26 y. and older	101	197,82			

Seniority		n	Mean Rank	Df	H	*p*
Total	1-5 years	21	163,45	5	5,578	,349
	6-10 years	60	161,84			
	11-15 years	53	194,39			
	16-20 years	54	190,28			
	21-25 years	84	193,51			
	26 y. and older	101	195,80			

As can be seen in Table 10, the results of Kruskal-Wallis H test show that teachers' attitudes toward students do not differ based on seniority. For Factor 1, no significant difference was observed (H=3.261, *p*>05). Similarly, an analysis of Factor 2 revealed no significant variation in teachers attitudes toward students based on seniority (H=6.680, *p*>.05). Additionally, an examination of the total scores confirmed that there was no significant difference in teachers attitudes toward students according to the seniority variable (H=5.578, *p*>.05). The findings suggest that seniority does not play a determining role in shaping teachers' attitudes toward students, like the results observed for the age variable. Rather, the nature of professional experience may have a greater impact.

Conclusion and Discussion

This section presents the results based on the findings related to the research sub-problems. The aim of the research is to examine teachers' attitudes towards students across different variables.

In the study, the structural validity of the "Attitude Scale Toward Students" (ASTS) developed by Gelişli, Kazykhankyzy and Yüreğilli (2024) to assess teachers' attitudes toward students was verified. The scale consists of 19 items divided into two sub-dimensions: the first sub-dimension (to Endeavor for Students) includes 11 items, while the second sub-dimension (to Appreciate Students) comprises eight items.

The results show that the average total attitude scores of the teachers participating in the study were at the “totally agree” level. Based on this result, it can be concluded that teachers generally have a positive attitude toward students. The fact that teachers’ attitudes towards students are generally positive may be due to their positive attitudes towards the profession. Studies have also shown that teachers’ attitudes toward the profession are positive (Gökçe & Sezer, 2012; Özder et al., 2010).

The second sub-problem of the study examined whether teachers’ attitudes toward students differ based on gender. It was revealed that the attitudes of teachers towards students did not differ according to overall scale, as well as within the first sub-dimension (to Endeavor for Students) and the second sub-dimension (to Appreciate Students). Although no significant difference was found between factors or total scores, an analysis of the mean rank suggests that female teachers tend to exhibit more positive attitudes toward students than male teachers, particularly in response to undesirable student behaviors. Similarly, in the study conducted by Semerci and Semerci (2004), no statistically significant difference was found in the attitudes of male and female students towards the teaching profession.

Consistent with these findings, a study conducted by Çifçi et al. (2019), focused on refugee students. Although the research specifically targeted this group, when evaluated in the broader context of students receiving education, no significant differences were found in teachers attitudes toward students in terms of communication and competence based on gender. However, while the study, did not reveal significant differences in factor total results, it was observed that the attitudes of female teachers exhibited more positive attitudes than male teachers when responding to undesirable student behaviors, according to mean ranks.

The investigation aimed to explore instructor attitudes and student achievement. Of the two guiding hypotheses, only one was supported: task-related attitudes exhibited by instructors influenced student achievement, whereas interpersonal attitudes did not. This finding suggests that a teacher’s attitude toward the subject matter exerts a significant influence on student achievement, as typically measured, rather than their attitude toward students as individuals (Mayberry, 1970). Similarly, Alkan (2007), in his study on teachers’ methods of managing undesirable student behaviors, concluded that female teachers

demonstrated more positive and consistent behaviors. Likewise, Ilgar (2007), in his research on primary school teachers' classroom management skills, found that classroom management was reflected in teachers' attitudes, with female teachers scoring higher on average. Akkaya Çelik (2006) also identified significant differences favoring female teachers in "behavior with purpose" and "behavior management in the classroom" in his thesis, which examined various dimensions of teacher behavior.

The third sub-problem of the study examined teachers' attitudes toward students in relation to age. The findings showed no significant differences between teachers' attitudes toward students based on their ages. Additionally, no significant differences were observed in the first sub-dimension (to Endeavor for Students) or in the second sub-dimension (to Appreciate Students) of the scale. This suggests that age is not a determining factor in shaping teachers' attitudes toward students, rather, these attitudes may be influenced by individual personality trait or behavioral characteristics. Similarly, a study on teachers' classroom management skills by Yılmaz and Aydın (2015) found no significant differences based on teachers' age. This aligns with the present study's findings further reinforcing the idea that teacher's classroom management skills and attitudes are not necessarily shaped by the age but by other factors. In the study conducted by Köse et al. (2019), it was found that the attitudes of classroom teachers towards refugee students did not differ significantly according to the age variable. Based on these findings, it was concluded that age does not affect teachers' attitudes toward students.

The findings of the fourth sub-problem indicate that teachers' attitudes towards students show a significant difference based on the branch variable. Specifically, when examining the factor of 'Endeavor for Students' the results suggest that teachers' attitudes vary across different branches, including secondary and primary school teachers, as well as the teachers of religious studies, mathematics, computer and instructional technology, language, science, counseling and philosophy, vocational high school (for females), and social sciences. Upon analyzing the mean rank, it was revealed that primary school teachers have more positive attitudes towards students compared to teachers of other branches. Similarly, in the 'to Appreciate Students' factor, teachers' attitude toward students were found to based respective branches. The differences were particularly observed between primary school teachers and those teaching

religious studies, mathematics, computer and instructional technology, language, science, and nursery school subjects. When examining the mean rank, primary school teachers demonstrated a more positive attitude toward students than teachers from other branches in this category.

Furthermore, an analysis of the total scores based on the branch variable showed a significant difference among teachers of primary school education, religious studies, mathematics, computer and instructional technology, languages, sciences, vocational high school (for females) branches. These differences suggest that primary school teachers have a more positive attitudes towards students than teachers of other branches. These findings align with previous research such as the study by Çifçi et al. (2019), which revealed that classroom teachers had more positive attitudes toward students than subject-specific teachers. Additionally, research on the effects of classroom management skills among primary school teachers has yielded similar results regarding their attitudes and behaviors toward students (Korkut, 2009; Terzi, 2001).

Do teachers' attitudes toward students differ based on the type of school they work in (e. g., primary school, secondary school, high school, etc.)? The analysis of this research question, which represents the sub-problem of the study, revealed in the first sub-dimension of the scale (to Endeavor for Students), the second sub-dimension (to Appreciate Students), as well as in the total scores."

The analysis revealed significant differences in teachers attitudes towards students based on the school level variable. Specifically, attitudes toward students differed between secondary and primary school teachers, as well as between high school and primary school teachers. The findings indicate that primary school teachers have more positive attitudes toward students compared to both secondary high school teachers. According 'to Appreciate student' factor results, teachers attitudes varied based on the type of school they taught in. The analysis confirmed that attitudes toward students differed between secondary and primary school teachers, as well as high school and primary school teachers. In both cases primary school teachers demonstrated more positive attitudes toward students than their counterparts in secondary and high schools. Additionally, a significant difference was observed in the total scores of the teachers based on the school type variable. These results further support the conclusion that attitudes towards students vary across school levels, with primary school teachers consistently

displaying more positive attitudes than secondary and high school teachers. This result aligns with previous research suggesting that primary school teachers' generally perceive their classroom management skills as "good", which may contribute to their more positive attitudes in both measured factors (Öksüz et al., 2011; Terzi, 2001;).

The sixth sub-problem of the study investigates whether teachers' attitudes towards students differ based on their seniority. The analysis showed no significant differences in either the sub-dimensions or total scores of the scale. These findings suggest that the length of teachers' service does not lead to positive or negative changes in their attitudes towards students. In the study conducted by Çifçi et al. (2019), it was found that the seniority variable did not significantly influence teachers' attitudes toward students. Other studies have shown that professional experience and seniority do not improve teachers' attitudes (Dupoux et al., 2006; McLesky & Waldron, 1995; Wilczenski, 1993).

In Turkey, studies on teachers' attitudes have primarily focused on the teaching profession and classroom management. However, there is a lack of literature specifically addressing teachers' direct attitudes to students. Future research can benefit from employing more comprehensive and diverse measurement tools to gain deeper insights into this area. Additionally, to improve the attitudes of secondary and high school teachers, focus group interviews can be conducted to identify the challenges they encounter at these levels. Based on the data obtained, specific intervention programs can be developed to address these difficulties. Moreover, school administrators should foster a supportive school climate to help teachers develop more positive attitudes, which can, in turn, enhance their motivation and engagement with students. Future research should also explore other factors that may influence teachers' attitudes toward students, such as socioeconomic status, education level, and cultural background. Conducting longitudinal studies to track changes in teachers' attitudes over time, would provide valuable insights into how these attitudes evolve and the key factors that contribute to such changes.

A key limitation of this study is that teachers' attitudes toward students were not examined using a larger and more diverse sample. While the study achieved a confidence level of approximately 95%, ensuring the normality of the data distribution could have been improved by creating equal-sized groups.

Additionally, the study relied solely on quantitative data; incorporating qualitative data could have provided a more in-depth exploration of teachers' attitudes toward students. By combining qualitative and quantitative methods future research could offer a more comprehensive understanding of this subject.

Future research can explore the impact of school administrative support for teachers, the physical characteristics of the school and classroom environment, and class size on the formation of teachers' attitudes toward students. Similarly, the attitudes of students and teachers toward each other can be examined comparatively.

Genişletilmiş Özet

Giriş

Okullarda öğretimle ilgili doğrudan sorumlu kişiler öğretmenlerdir. Öğretmenlerin sınıf içindeki öğretimsel ya da öğretim dışı her türlü davranışının öğrenciler üzerinde etkisi vardır. Sınıf yönetim tarzları, öğrencilerle iletişimde kullandıkları dil, öğretim stratejileri, kullandıkları ödül ve ceza yöntemleri, not verme gibi bir çok bilgi beceri tutum davranışlarının öğrenciler üzerinde olumlu ve olumsuz etkileri vardır.

Türkiye'de öğretmen tutumları ile ilgili çok sayıda çalışma yapılmış ve bu çalışmalarda mesleğe yönelik tutum ile öğrenci başarısı arasındaki ilişki, öğretmenlik tutumları ile benlik arasındaki ilişki ve mesleğe yönelik isteklilik ile örgütsel bağlılık arasındaki ilişki incelenmiştir. Bununla birlikte, öğretmenlerin öğrencilere yönelik tutumları ile ilgili çalışmalar sınırlı kalmıştır. Dünyada öğretim tutumları ile ilgili yapılan çalışmalar daha kapsamlı olmuştur. Bu çalışmalarda öğretmenlik mesleğine yönelik tutumlar, öğrenme ortamına yönelik tutumlar, öğretmen tutumları ile öğrenci başarısı arasındaki ilişki, öğretmenlerin okul ve çevreye yönelik tutumları ve öğretmenlerin öğrencilerin kişilik gelişimlerine etkileri incelenmiştir. Bu çalışmalar, öğretmenlik mesleğinin hem etkili bir şekilde öğretilmesinin hem de öğrencilerin kişilik gelişimi ve başarısı üzerindeki etkisinin önemli olduğunu vurgulamıştır. Öğretmenlerin öğrencilere yönelik tutumları ile öğrencilerin başarıları arasında bir ilişki vardır. Bu bağlamda öğretmenlerin öğrencilere yönelik tutumlarının belirlenmesi çok önemlidir.

Bu araştırmanın amacı, "Öğretmenlerin Öğrencilere Yönelik Tutumları Ölçeği"nin (ÖÖYTÖ) doğrulayıcı faktör analizini yaparak ölçeğin yapı

geçerliğini doğrulamak ve bu ölçeği kullanarak öğretmenlerin öğrencilere yönelik tutumlarını farklı değişkenler açısından incelemektir. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmenlerin öğrencilere yönelik tutumları ne düzeydedir?
2. Öğretmenlerin cinsiyetlerine göre öğrencilere yönelik tutumlarında anlamlı bir farklılık var mıdır?
3. Öğretmenlerin öğrencilere yönelik tutumlarında branşlarına göre anlamlı bir farklılık var mıdır?
4. Öğretmenlerin öğrencilere yönelik tutumlarında yaşlarına göre anlamlı bir farklılık var mıdır?
5. Öğretmenlerin öğrencilere yönelik tutumlarında çalıştıkları okulun kademesine göre anlamlı bir farklılık var mıdır?
6. Öğretmenlerin öğrencilere yönelik tutumlarında kıdeme göre anlamlı bir farklılık var mıdır?

Yöntem

Bu araştırmada, "Öğretmenlerin Öğrencilere Yönelik Tutumları Ölçeği"nin (ÖÖYTÖ) doğrulayıcı faktör analizini yaparak ölçeğin yapı geçerliğini doğrulamak ve bu ölçeği kullanarak öğretmenlerin öğrencilere yönelik tutumlarını farklı değişkenler açısından incelemek amaçlanmaktadır. Öğretmenlerin öğrencilere yönelik tutumlarının incelenmesi amaçlandığından, araştırma nicel araştırma modellerinden biri olan tarama modeliyle desenlenmiştir. Tarama araştırması desenleri, nicel araştırmalarda araştırmacıların evrenin tutumlarını, görüşlerini, davranışlarını veya özelliklerini betimlemek için bir örnekleme veya tüm evrene anket uyguladığı ve bütünün görüş ve eğilimlerinin belirlendiği bir süreçtir.

Araştırmanın örneklemini, Millî Eğitim Bakanlığının çeşitli okul kademelerinde görev yapan ve uygun örnekleme yoluyla ulaşılan 373 öğretmen oluşturmuştur. Ölçeğin doğrulayıcı faktör analizi ve araştırma problemleri doğrultusunda analizleri 373 kişiden oluşan öğretmen grubundan toplanan verilerle yapılmıştır.

Araştırmada veri toplamak için Gelisli, Kazykhankyzy ve Yüreğilli (2024) tarafından geliştirilen "Öğretmenlerin Öğrencilere Yönelik Tutum Ölçeği" kullanılmıştır. Ölçeğin yapısal geçerliği açımlayıcı faktör analizi ile test edilmiş ve KMO = 0,908, bulunmuştur, iki alt boyuttan oluşan ölçekte 19 madde yer

almakta ve ölçekteki maddelerin faktör yüklerinin 0,47 ile 0,80 arasında yer aldığı belirlenmiştir. Ölçeğin Cronbach Alpha güvenirlik katsayıları ise alt boyutlarda 0,85 ve 0,87 iken ölçeğin tamamının güvenirlik katsayısı ise 0,912'dir.

Araştırmanın amacı ve alt problemleriyle ilgili analizler için betimsel ve karşılaştırmalı nicel analiz teknikleri kullanılmıştır. Araştırmanın birinci alt problemine ilişkin öğretmenlerin öğrencilere yönelik tutum puanlarını belirlemek amacıyla betimsel analiz teknikleri kullanılmıştır. Öğretmenlerin tutum puan ortalamaları aritmetik ortalama ve medyana göre belirlenmiştir. Araştırmada veriler normal dağılım göstermediğinden öğretmenlerin cinsiyet değişkenine ilişkin karşılaştırmalar için Mann Whitney U testi, branş, yaş, hizmet yılı, okul düzeyi gibi değişkenlerinin karşılaştırılmasında ise Kruskall Wallis H testi kullanılmıştır. Değişkenler arasındaki farklılığın belirlenmesinde posthoc testlerinden Benforonni testi kullanılmıştır.

Bulgular ve Sonuç

Çalışmada öğretmenlerin öğrencilere yönelik tutumlarını belirlemek amacıyla Gelisli, Kazykhankyzy ve Yüreğilli (2024) tarafından geliştirilen "Öğretmenlerin Öğrencilere Yönelik Tutum Ölçeği"nin (ÖÖYTÖ) kullanılmıştır. Öncelikle ölçeğin yapı geçerliliği doğrulayıcı faktör analizi ile test edilmiştir. Ölçek toplam 19 madde ve iki alt boyuttan oluşmuştur. Birinci alt boyutta (Öğrenciler İçin Çaba Harcamak) 11 madde ikinci alt boyutta (Öğrencileri Takdir Etmek) sekiz madde yer almıştır.

Araştırmaya katılan öğretmenlerin öğrencilere yönelik tutumları ölçekten elde edilen veriler doğrultusunda belirlenmiştir. Araştırmadan elde edilen verilere göre "Öğrencileri değerlendirirken tarafsız olmanın önemine inanırım.", "Öğrencilerimin kişilik haklarına ve sorumluluklarına saygı duyarım." ve "Öğrencilere bir şeyler öğretmekten mutluluk duyarım." maddelerinin ortalamaları en yüksek çıkmıştır.

Araştırmanın alt amaçlarından olan cinsiyet değişkenine göre ölçeğin alt boyutları ve toplam puanlarında öğretmenlerin öğrencilere yönelik tutumlarında anlamlı bir farklılık görülmediği sonucu elde edilmiştir. Öğretmenlerin ölçekten elde ettikleri puanların sıra ortalamaları incelendiğinde, ölçeğin alt boyutları ve toplam puanlar arasında anlamlı bir fark bulunmasa da istenmeyen öğrenci davranışları oluştuğunda, kadın öğretmenlerin öğrencilere yönelik tutumlarının erkek öğretmenlere göre daha olumlu olduğu sonucu elde edilmiştir.

Araştırmanın alt amaçlarından olan yaş değişkenine göre ölçeğin alt boyutları ve toplamında öğretmenlerin öğrencilere yönelik tutumlarında anlamlı bir farklılık görülmediği sonucu elde edilmiştir.

Öğretmenlerin branş değişkenine göre öğrencilere yönelik tutumlarında ölçekten aldıkları toplam puanlar arasında sınıf öğretmenliği ile din kültürü, matematik, bilgisayar ve öğretim teknolojileri, dil, fen bilimleri, kadın meslek lisesi öğretmenliği branşları arasında anlamlı bir fark olduğu görülmüştür. Bu sonuca göre sınıf öğretmenlerinin diğer branş öğretmenlerine göre öğrencilere yönelik daha olumlu tutuma sahip oldukları ortaya çıkmıştır.

Öğretmenlerin görev yapılan okul türü değişkenine göre öğrencilere yönelik tutumlarında ölçekten aldıkları toplam puanlar arasında anlamlı bir fark olduğu tespit edilmiştir. Bu sonuçlara göre ortaokul - ilkokul (sınıf) öğretmenleri arasında ve ilkokul (sınıf) öğretmenleri - lise öğretmenleri arasında öğrencilere yönelik tutumların farklılaştığı görülmüştür. Okul türü değişkenine bakıldığında ilkokul öğretmenlerinin ortaokul ve lise öğretmenlerine göre öğrencilere karşı daha olumlu tutumlara sahip oldukları ortaya çıkmıştır.

Ayrıca öğretmenlerin kıdem değişkenine göre öğrencilere yönelik tutumlarında ölçekten aldıkları toplam puanlar arasında anlamlı bir fark olmadığı sonucu da bulunmuştur. Öğretmenlerin yaşlarına göre de öğrencilere yönelik tutumlarında anlamlı bir farklılık olmadığı tespit edilmiştir.

Bu araştırmadan elde edilen sonuçlara göre, öğretmenlerin öğrencilere yönelik tutumlarının oluşmasında okul yönetiminin öğretmenlere yönelik desteklerinin, okul ve sınıf ortamının fiziksel boyutunun, sınıflardaki öğrenci sayılarının etkisine yönelik araştırmalar yapılabilir. Yine öğrenci ve öğretmenlerin birbirlerine yönelik tutumları da karşılaştırmalı olarak incelenebilir.

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