



Middle School Students' Perceptions of Desirable and Un-desirable Teacher Characteristics in Türkiye and Kazakhstan*

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Article Information	ABSTRACT
Received: 19.08.2025	The purpose of this research is to determine the desirable and undesirable characteristics of teachers according to the perceptions of secondary school students in Türkiye and Kazakhstan, and to make suggestions for teacher training program on how to avoid training teachers with undesirable characteristics and how to cultivate teachers with desirable characteristics in education faculties. Data were collected through in-depth individual interviews. The study group was selected by purposeful sampling method, specifically maximum diversity sampling, and from secondary school 8th grade students studying in schools in Ankara and Astana, the capitals of Türkiye and Kazakhstan, during the autumn and spring semesters of the 2023-2024 academic year. The data were analyzed by descriptive and content analysis using MAXQDA software. The results revealed that the perceptions of the 8th grade students in Türkiye and Kazakhstan were largely similar. Based on the results of the research, suggestions were made regarding the issues that should be considered in teacher training programs to train teachers with desirable characteristics in education faculties by taking into account the characteristics that students value in teachers to better understand the lessons, to increase their effectiveness in the lesson and to participate willingly in the lesson. Keywords: desirable teacher characteristics, student perceptions, teacher education, undesirable teacher characteristics
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1. INTRODUCTION

As one of the basic elements of the education system, the teacher plays a major role in preparing a generation that embodies the best values of the society (Hattie, 2003; Kozikoğlu, 2016; Sidash, 2014). No matter how effective the education program is, it cannot yield the desired results if teachers are ineffective (Hattie, 2003; Senemoğlu, 1988a). Deficiencies and inadequacies in teachers can negatively affect the educational environment. In other words, a teacher who does not have sufficient professional knowledge, who does not approach students with respect and care, who does not know how to communicate effectively, who cannot adopt an individualized approach for each student may fail to foster the desired behaviors in students (Senemoğlu, 1991). Therefore, the success of an education system depends on whether the teachers operating within it possess the necessary characteristics (Ball & Cohen, 1999; Bykova & Chirkina, 2020; Darling-Hammond, 2000; Ferguson, 1991; Irsaliev et al., 2019; Rockoff, 2004; Sanders & Rivers, 1996; Senemoğlu, 1988a, 1988b; Wright et al., 1997). Similarly, Karaca (2003) stated that the main factor directly influencing the quality of education is the competence or quality of teachers.

Expectations regarding what teachers should know and be able to do are constantly evolving. This is largely due to the fact that societies around the world are undergoing complex, dynamic and often unpredictable processes of transformation, which inevitably have a profound impact on education systems and schools (Ball & Cohen, 1999; Senemoğlu, 1991). As a result of these constant changes, questions about the essential qualities and competencies that teachers should possess have become even more important. In particular, there is growing interest in understanding what characteristics define an effective teacher and how teacher education programs can be structured to develop these qualities in future teachers. For a long time, these issues

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have been the subject of scientific research and remain highly relevant today, as the role of teachers continues to change in response to societal needs and educational challenges (Darling-Hammond et al., 2017; Senemoğlu, 2001; Slambekova & Agzamova, 2013).

A growing body of research in the field of teaching has emphasized the importance of preparing qualified teachers to ensure quality education for students (Harris & Sass, 2009). The way a teacher treats or teaches a student has a ripple effect that spreads and continues throughout one's educational journey (Wang et al., 2007). Teachers can accelerate children's development with a rich and stimulating environment or they can limit them and hinder their development by creating an inappropriate environment (Senemoğlu, 1994). Similarly, Wang et al. (2007) stated that students may either flourish or decline depending on the behaviors, influences and methods used by teachers. Therefore, the impact of teacher behaviors on students can be positive or negative (Strikwerda-Brown et al., 2008). To mitigate the risk of negative impacts and promote effective teaching, it is essential to train competent and well-prepared teachers through structured pre-service education programs (Senemoğlu, 1990).

Students' perceptions of teachers play a critical role in terms of the quality of the educational process. Teacher-student interaction shapes not only academic achievement but also students' school belonging, motivation and attitudes towards learning (Hattie, 2009; Pianta et al., 2003). In this context, it is important to understand how teacher qualities are perceived by students in order to include student voice in educational decision-making processes.

Students' evaluations of teachers can provide strong indicators of teaching quality (Ferguson, 2012). Therefore, understanding how teacher characteristics are perceived by students not only improves teacher evaluation systems but also contributes to the restructuring of teacher education programs. Especially students at the secondary school level are highly sensitive to teacher attitudes due to their cognitive and affective development, and experiences in this period can have lasting effects on the bond that students establish with education (Eccles & Roeser, 2011).

When the literature on desirable and undesirable characteristics of teachers is reviewed, many studies on good, effective, successful, expert, and ideal teacher characteristics can be found. Researchers have examined teacher quality from various aspects, including content knowledge, pedagogical competence, personality traits, classroom practices, and relational skills (Anderson & Taner, 2023; Berliner, 1987, 2001; Carroll et al., 2024; Darling-Hammond et al., 2017; Dulay, 2023; Grant et al., 2024; Harris & Sass, 2009; Lupascu et al., 2014; Mullock, 2003; Petrova et al., 2020; Raufelder et al., 2016; Semenova & Khanolainen, 2024; Senemoğlu, 2001; Shindley Elliott, 2010; Strikwerda-Brown et al., 2008; Stronge, 2007, 2010; Stronge et al., 2011; Szűcs Ida, 2017; Valcarcel et al., 2021; Wang et al., 2007; Whitty, 1996). While a significant number of these studies address teacher qualifications from the perspectives of teachers, administrators or parents, some of them include analyses based directly on student perceptions. However, the number of qualitative studies that examine the student perspective in depth remains limited and this field is still open to further development. Nevertheless, the vast majority of studies that address the student's perspective focus only on desirable teacher characteristics, while studies that comprehensively address desirable and undesirable characteristics are relatively rare. Furthermore, comparative qualitative studies focusing on culturally related yet educationally distinct contexts such as Türkiye and Kazakhstan remain scarce. This study addresses this gap by providing a cross-cultural, student-centered analysis, offering insights that can inform teacher education and professional development in both national and broader international contexts.

Within the scope of this study, Türkiye and Kazakhstan are considered together because both cultural proximity and differences in education systems provide a rich ground for comparative analysis. The two countries share historical, linguistic, and cultural commonalities within the Turkic World, but differ significantly in terms of the structural features of their education systems, teacher training models and policy priorities. This study aims to make original contributions to both national and international educational literature by analyzing the perceptions of 8th grade students in Türkiye and Kazakhstan on teacher characteristics in depth. By highlighting these perceptions, the study seeks to raise awareness in teacher education about the qualities that contribute to effective teaching and those that hinder it. By adopting a student-centered perspective, this study emphasizes the value of student voice in education and supports a participatory understanding of education by revealing students' perceptions of desirable and undesirable teacher characteristics. The comparative analysis of the cultural similarities and differences in the education systems of Türkiye and Kazakhstan provides an opportunity to examine how perceptions of teaching are shaped within a cultural context. In addition, the findings obtained can provide concrete data to policy makers and educators in terms of improving teacher training programs, restructuring professional development practices, and improving classroom interactions. In this respect, the research also aims to provide recommendations for teacher training programs in education faculties that foster desirable teacher qualities and prevent the emergence of undesirable ones.

The research problem statement is "What are the desirable and undesirable teacher characteristics according to the perceptions of secondary school students in Türkiye and Kazakhstan?". Based on this problem statement, answers were sought to the following sub-problems:

1. a. What are the characteristics of desirable teachers according to the perceptions of secondary school 8th grade students in Türkiye?

- b. What are the characteristics of undesirable teachers according to the perceptions of secondary school 8th grade students in Türkiye?
2. a. What are the characteristics of desirable teachers according to the perceptions of secondary school 8th grade students in Kazakhstan?
- b. What are the characteristics of undesirable teachers according to the perceptions of secondary school 8th grade students in Kazakhstan?
3. What are the similarities and differences in terms of desirable and undesirable teacher characteristics according to the perceptions of secondary school 8th grade students in Türkiye and Kazakhstan?

2. METHODOLOGY

This research was designed as a qualitative study using a phenomenological approach. Phenomenology focuses on exploring and describing individuals' lived experiences of a particular phenomenon and understanding how they make sense of these experiences (Creswell, 2013; Moustakas, 1994). In this research, the phenomenon analyzed is 8th grade students' perceptions of the characteristics of desirable and undesirable teachers in Türkiye and Kazakhstan. Phenomenology was deemed appropriate as the study aimed to capture students' shared experiences, meanings and interpretations rather than testing predetermined hypotheses (van Manen, 1990; Yıldırım & Şimşek, 2021).

To achieve this, data were collected through in-depth, semi-structured individual interviews, which provided participants with the opportunity to reflect on their experiences and articulate their perspectives in detail. As Miles and Huberman (1994) noted, qualitative data are rich, holistic and well suited to understanding the subjective realities of participants. Moreover, these techniques are suitable for identifying the meanings and perceptions that people attribute to events and processes in their lives and for relating these meanings to the social world.

2.1. Participants

The study group of this research consisted of 8th grade secondary school students attending public schools in Ankara and Astana, the capitals of Türkiye and Kazakhstan, during the autumn and spring semesters of the 2023-2024 academic year. Participants were selected using the purposeful sampling method, specifically maximum diversity sampling. In order to ensure maximum diversity, two schools representing each level were selected from lower, middle and upper secondary schools located in the central districts of Ankara Province. The levels of the schools were determined based on the six service areas defined in the Teacher Appointment and Relocation Regulation of the Turkish Ministry of National Education. Accordingly, the 5th and 6th service areas were taken as the lower level, the 3rd and 4th service areas as the middle level, and the 1st and 2nd service areas as the upper level. In Astana city, two schools were selected from each of the five central districts representing different socio-economic backgrounds. This selection aimed to ensure maximum diversity by capturing the views of students from varying socio-economic levels.

The purpose of maximum diversity sampling is to create a relatively small sample that reflects, to the greatest extent possible, the diversity of individuals who may be involved in the phenomenon under study (Yıldırım & Şimşek, 2021). In determining the sample size, priority was given to ensuring that the opinions received from a group reached saturation and become repetitive (Miles & Huberman, 1994). Therefore, face-to-face individual interviews were conducted with forty-five students from each group, with a nearly equal gender distribution. As shown in Table 1, the number of female and male students in both groups was almost evenly distributed.

Table 1.

Gender distribution of participants

Group	Female (n)	Male (n)	Total (n)
Türkiye	23	22	45
Kazakhstan	24	21	45

2.2. Data Collection Tool

In this research, a semi-structured interview form prepared by the researchers was used as a data collection tool. The questions were developed in line with the main research question and were informed by similar studies in the relevant literature. The initial draft consisted of 12 questions, including deepening and closing questions. To ensure content validity and clarity, the draft form was reviewed by seven experts in Educational Sciences. The experts evaluated each question regarding its relevance to the research purpose and language clarity. They provided structured feedback, indicating whether each question was appropriate or needed modification, and offered specific suggestions for improvement. Based on this feedback, two questions were revised, and the revised form was returned to the experts for confirmation. Full consensus was achieved in this process, resulting in a final interview form of 12 questions, including both deepening and closing questions. Then, a pilot interview was conducted with five students from the target group. Based on the data obtained in the pilot interview, the quality of the questions was improved, and the final Turkish version of the Semi-structured Interview Form was created. The Semi-structured Interview Form was translated into Kazakh by the researcher. Expert opinion was then sought from six individuals who are native Kazakh

speakers, proficient in Turkish at the C1/C2 level, and hold a PhD in Türkiye. To determine whether the questions were understandable by the students in Kazakhstan society, a pilot interview was conducted with five students, and it was ensured that the interview questions had the same meaning in Kazakh.

2.3. Data Collection Process

Data collection was conducted by the first author, who personally visited both research sites and carried out all interviews. In Kazakhstan, data were collected in Astana during the fall semester, while in Türkiye, the data collection took place in Ankara during the spring semester of the same academic year. A detailed schedule was arranged to ensure the researcher's physical presence in each city for the required period. In total, interviews were conducted with 90 students across both sites. Each interview was conducted face-to-face and individually in school settings outside of class hours, lasting between 25 and 40 minutes. Prior to the application, approval was obtained from the Hacettepe University Ethics Committee, followed by official permission from the Ministry of National Education of the Republic of Türkiye and the Methodological Centre of the Astana Governorate of the Republic of Kazakhstan. After receiving these approvals, informed consent was obtained from both students and their parents/guardians, and a voice recorder was used to ensure accurate data capture.

2.4. Data Analyses

Descriptive and content analysis were used to analyze the data collected in the study. In the descriptive analysis of qualitative data, a thematic framework for data analysis was created based on the interview questions, which were prepared according to the problem statement and sub-problems of the research. Subsequently, themes were added according to desirable and undesirable teacher characteristics in line with the student perceptions collected through individual interviews. The main purpose of content analysis was to identify concepts and relationships that can explain the collected data. Content analysis requires first conceptualizing the collected data, then organizing them logically according to the emerging concepts and defining the topics that explain the data appropriately (Yıldırım & Şimşek, 2021). For this purpose, the audio recordings from the interviews were listened to repeatedly by the researcher and transcribed verbatim, transferred to the digital environment and analyzed by extracting codes, categories, themes using MAXQDA software. The advantage of using MAXQDA software is that it provides ease in the coding process, complete transparency in the study process, and always provides a link between the original data, analytical categories, the researcher's own notes, comments, analysis results, and developed interpretations and theories (Rädiker & Kuckartz, 2020). The students whose opinions were included in the analysis were given code numbers. Turkish students were labeled as TS1, TS2, TS3 ... TS45, while Kazakhstani students were labeled as KS1, KS2, KS3 ... KS45.

2.5. Procedures for Validity and Reliability

Reliability in qualitative research refers to the consistency of the research process. To ensure reliability, the two authors of the study independently coded a subset of the data using an inductive approach. Ten interview transcripts were randomly selected for this purpose. Both coders imported the transcripts into MAXQDA software and conducted blind coding, generating codes directly from the text without using any predefined categories or themes. After initial coding, tools such as the Document Comparison and the Code Matrix Browser were used to compare which text segments were assigned which codes. For each segment, the number of agreements and disagreements between the two authors was determined. Inter-coder reliability was calculated using the formula proposed by Miles and Huberman (1994). The inter-coder reliability coefficient was 0.92, indicating a high level of agreement. Subsequently, the authors collaboratively reviewed the codes and organized them into categories and themes for the entire dataset. Additionally, one of the authors re-coded the same units at two different time points, with a 12-day interval, which confirmed the consistency of the coding (Schreier, 2012). In addition, direct quotations were included to reflect the perspective of the students (Yıldırım & Şimşek, 2021).

3. FINDINGS

The findings of the study are presented below in line with the research sub-questions. For each sub-question, the themes, categories and codes obtained from data analysis are described and sample quotations are used where appropriate.

3.1. What are the characteristics of desirable teacher according to the perceptions of 8th grade secondary school students in Türkiye?

The data obtained for part (a) of the first sub-problem were coded. These codes were then evaluated and grouped into four categories. The detailed findings are presented in Table 2 and Figure 1 under the theme of Desirable Teacher Characteristics.

Table 2.

Desirable teacher characteristics according to the perceptions of 8th grade secondary school students in Türkiye

Theme	Category	Codes	f
Desirable Teacher	Subject Matter Knowledge	gives satisfactory answers to questions	21

		has strong command of subject knowledge	15
		provides the nature of knowledge	13
<hr/>			
General Culture		knowledgeable and intellectual	23
Professional Knowledge	<i>Teaching and Classroom Management Skills</i>	teaches according to students' level	36
		makes lessons fun	35
		fair/non-discriminatory	33
		re-explaining the lesson when necessary	31
		teaches effectively	27
		makes students love the lesson	26
		disciplined	22
		shows interest in students	19
		informs us about the target and behavioral objectives	17
		encourages students to ask questions	17
		provides lessons with games and activities	15
		does not leave questions unanswered	11
		provides additional learning materials	9
		motivates students for exams	9
		has classroom authority	8
		uses positive reinforcement	8
		supportive	7
		gives practice tests	5
		well organized	5
		supports each student individually	4
		explains lessons using stories	4
		organizes extracurricular activities	3
		gives corrective feedback	2
		acts as a guide	2
		uses the lesson time efficiently	1
		promotes learner autonomy	1
	<i>Assessment and Evaluation Skills</i>	evaluates fairly	29
		asks whether students understand	11
		gives easy exams	2
<hr/>			
Personal Traits	<i>Effective Communication Skills</i>	maintains good relations with students	25
		understands students' mood	20
		acts like a friend	17
		approaches like a parent	6
		considers student requests	4
		avoids slang	2
		does not swear	2
	<i>Positive Social and Emotional Traits</i>	understanding	31
		affectionate	26
		funny	17
		loves teaching	12
		not quick-tempered	12
		emotionally controlled	11
		helpful	9
		empathic	8
		positive	8
		uses gestures and facial expressions	7

energetic	7
sincere	7
smiling	7
respectful to students	6
kind	5
serious when necessary	5
calm	5
humorous	4
optimistic	4
honest	4
role model	3
intelligent	3
compassionate and merciful	3
friendly	3
patient	2
protective	2
values religious and national culture	1
keeps secrets	1
ambitious	1

As illustrated in Tablo 2 and Figure 1, the statements of the students interviewed were analyzed under four main categories: Subject Matter Knowledge, General Culture, Professional Knowledge, Personal Traits. Within the category of Subject Matter Knowledge, students emphasized the importance of having teachers who possess a strong command of their discipline, are capable of conveying the essence of knowledge, and provide clear, satisfactory answers to students' questions. Furthermore, they highlighted that it is essential for teachers to be both knowledgeable and intellectually engaged. Selected excerpts from student responses are presented below:

"Other than that, I would like him not to just give information, but to tell us how to use that information in our lives."
(TS1)

"More information and general culture are important to me. In other words, a teacher who is knowledgeable about the subject he teaches and has up-to-date knowledge in different fields, and an intellectual teacher who integrates them in classes, is a good teacher for me." (TS18)

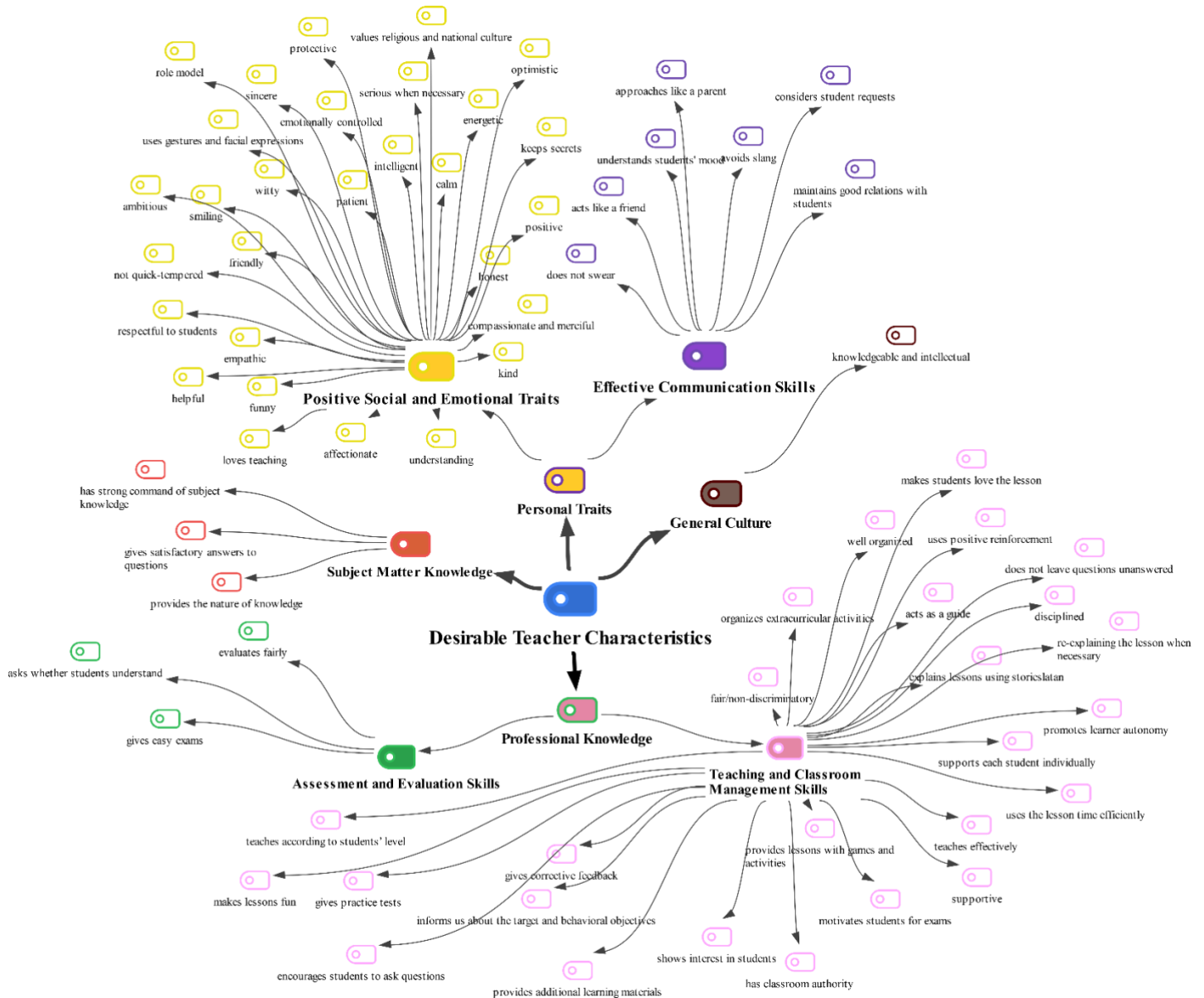


Figure 1. Characteristics of desirable teachers according to the perceptions of 8th grade secondary school students in Türkiye (The Hierarchical Code-Subcode Model exported from MAXQDA software).

Under the Professional Knowledge category, there are subcategories of Teaching and Classroom Management Skills and Assessment and Evaluation Skills. When it comes to Assessment and Evaluation Skills, students expressed a preference for teachers who check for understanding during lessons, conduct fair assessments, and develop exams that are not too difficult. In the sub-category of Teaching and Classroom Management Skills, students expressed a wide range of expectations regarding the qualities they value in teachers. These include the ability to answer students' questions, provide additional learning materials, clearly articulate learning objectives and behavioral goals, encourage testing practices, and show genuine concern for students. They also emphasized the importance of constructive feedback from teachers, maintaining discipline, leadership, fairness and non-discrimination, and an individual approach to each student. Support, the ability to instill a love of the subject, effective use of teaching time, high activity in the classroom and the inclusion of extracurricular activities were also noted. In addition, students appreciated organized teachers who encourage curiosity by asking leading questions, use storytelling in their lessons, are willing to revisit material if necessary, motivate students to take exams, and make learning fun. Other desirable qualities include the use of engaging activities or games, the use of positive reinforcement, adapting teaching to the level of the students, and encouraging student independence. Representative student comments illustrating these expectations are provided below:

"The teacher should ask those who did not understand at the end of the lesson nicely, to see if they understood the subject." (TS1)

"It is also nice when the teacher provides us with extra content about the subject we are learning, such as photocopying assignments etc." (TS35)

"For me, an ideal teacher is one who can explain the subject in an entertaining way." (TS20)

harsh	14
insincere	12
strict and oppressive	12
disrespectful to students	11
rude	10
does not make jokes	9
lacks empathy	9
prone to violence	8
breaks promise	7
not a good role model	5
has too many rules	5
cold-blooded	5
overly relaxed	5
his/her face is sullen	4
hurtful	3
impatient	2
assigns excessive homework	2
uses phone during class	2
does not like students	1

As seen in Table 3 and Figure 2, the codes were analyzed under the general theme of Undesirable Teacher Characteristics, grouped into the following categories: Lack of Subject Matter Knowledge, Lack of Professional Knowledge, Negative Personal Traits category. In the category Lack of Subject Matter Knowledge, students noted that they do not need teachers who are unable to convey the essence and depth of knowledge. Under the Lack of Professional Knowledge category, there are subcategories of Lack of Teaching and Classroom Management Skills and Lack of Assessment and Evaluation Skills. Regarding Lack of Teaching and Classroom Management Skills, students described a number of undesirable traits. These include unfairness or discrimination, a narrow or one-sided approach to teaching, incomplete coverage of the required material, participation in activities unrelated to the subject, inability to repeat or retell the material, when necessary, use of only one teaching method, assigning an excessive amount of written assignments without proper instructions, and demonstrating an ineffective, mechanistic approach to teaching. Students also criticized teachers who exclude students from participating in class, get annoyed when asked questions, ignore their requests, deprive them of their right to speak, suppress freedom of thought, and provide no academic or emotional support. Under Lack of Assessment and Evaluation Skills, students stated they do not appreciate teachers who neglect to check for understanding, grade unfairly, or ignore homework assignments altogether. The Negative Personal Traits category includes the subcategories of Negative Communication and Negative Social and Emotional Traits. In the subcategory of Negative Communication, students reported negative experiences with teachers who frequently talk off-topic, avoid building friendly rapport, humiliate or scold students, lack discipline, fail to develop positive relationships, disregard student concerns, show emotional detachment, or use inappropriate, slang language. Finally, in the subcategory of Negative Social and Emotional Traits, students described ineffective teachers as those who lack a sense of humor, fail to demonstrate empathy, are not good role models, and make no effort to create an enjoyable classroom environment. Other frequently mentioned traits include being disrespectful, insincere, quick-tempered, impatient, overly strict, indifferent toward teaching, emotionally detached, prone to aggressive behavior, authoritarian, overly demanding with homework, disengaged, moody, rude, cold, hurtful, apathetic toward students, overly relaxed, unreliable, distracted by their phones in class, or excessively harsh.

"...and I definitely do not want to have a teacher who does not contribute anything to the children because not contributing anything to the children means that they come to school empty-handed and go home and learn nothing else." (TS45)

"He/she interacts only with his/her favorite students who are successful and ignores other students, this is one of the characteristics of a bad teacher." (TS44)

"A teacher who does not have a good relationship with students is a characteristic I do not want" (TS10)

"He skips the whole subject without asking whether you understand or not." (TS8)

"A bad teacher is a teacher who doesn't like his/her students. Because I believe that love is mutual. If the student doesn't like the teacher, the student won't like him/her either and he/she won't be able to listen to the lesson and he/she won't be able to add anything to students because there is no mutual love each other." (TS17)

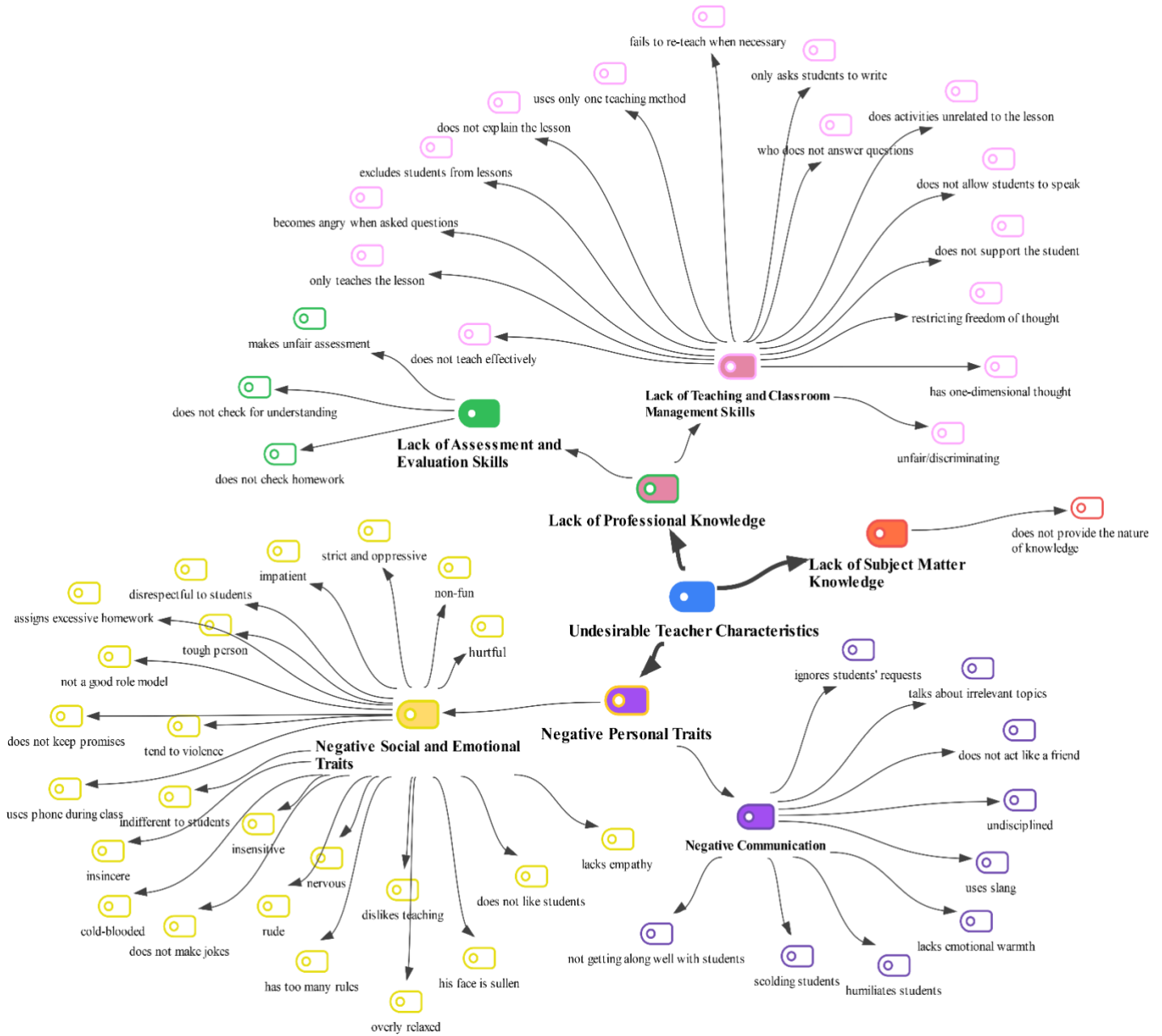


Figure 2. Characteristics of undesirable teachers according to the perceptions of 8th grade secondary school students in Türkiye (The Hierarchical Code-Subcode Model exported from MAXQDA software).

3.3. What are the characteristics of desirable teacher according to the perceptions of 8th grade secondary school students in Kazakhstan?

The data regarding part (a) of the second sub-problem was coded and the codes were collected under four categories. The codes examined under the categories of Subject Matter Knowledge, General Culture, Professional Knowledge, Personal Traits were collected under the Desirable Teacher Characteristics Theme and are given in detail in Table 4 and Figure 3 below.

Table 4.

Characteristics of a desirable teacher according to the perceptions of 8th grade secondary school students in Kazakhstan

Theme	Category	Codes	f
Desirable Teacher Characteristics	Subject Matter Knowledge	has strong command of subject knowledge	22
		gives satisfactory answers to questions	15
		provides the nature of knowledge	13
	General Culture	knowledgeable and intellectual enriches students' vision	26 13

Professional Knowledge	<i>Teaching and Classroom Management Skills</i>	teaches according to students' level	39
		fair/non-discriminatory	30
		teaches effectively	27
		does not leave questions unanswered	23
		makes lessons fun	23
		re-explaining the lesson when necessary	18
		shows interest in students	15
		provides lessons with games and activities	14
		uses various learning methods	13
		motivates students	13
	acts as a guide	13	
	encourages asking questions	13	
	well organized	7	
	supports each student individually	6	
	creates an enjoyable lesson environment	5	
	used peer-to-peer learning	5	
	has a contemporary approach	4	
	disciplined	4	
	supportive	3	
	gives less homework	1	
<i>Assessment and Evaluation Skills</i>	evaluates fairly	19	
	asks whether students understand	13	
	has strong observation skills	3	
Personal Traits	<i>Effective Communication Skills</i>	maintains good relationships with students	24
		understands students' mood	16
		considers students' requests	5
		approaches like a parent	2
		speaks in proper language (e.g., Kazakh)	2
	<i>Positive Social and Emotional Traits</i>	understanding	37
		kind	31
		calm	18
		helpful	16
		loves teaching	15
		respectful to students	15
		funny	14
		honest	14
		not easily angered	13
		a role model	9
		smiling	9
		interesting	7
		empathic	7
		sincere	6
		patient	6
		creative	5
		positive	5
		caring	5
		serious when necessary	4
		a leader	3
		responsible	3
		humorous	3
tough when necessary	2		
intelligent	2		
demanding	1		
self-confident	1		

inquisitive / researcher	1
determined	1

When we look at the codes under the Subject Matter Knowledge category in Table 4 and Figure 3 above, we have seen that Kazakh students believe effective teachers are the ones who give satisfactory answers to questions, teach the nature of knowledge, and know their field well. When we look at the codes under the General Culture category, we see that students want to have a knowledgeable and intellectual teacher who broadens the student's horizons. As an example, some of the students' responses are given below.

"Sometimes we feel that teachers do not like us. Even if he does not like his students, I would like to have someone who can answer every student's questions well and sufficiently." (KS4)

"In my opinion, if the teacher explains the lesson well and explains the subject by giving examples from life." (KS12)

"I want her/him to be a smarter than Google and much more interested than YouTube. To me, a good teacher should be knowledgeable (intellectual), as well." (KS21)

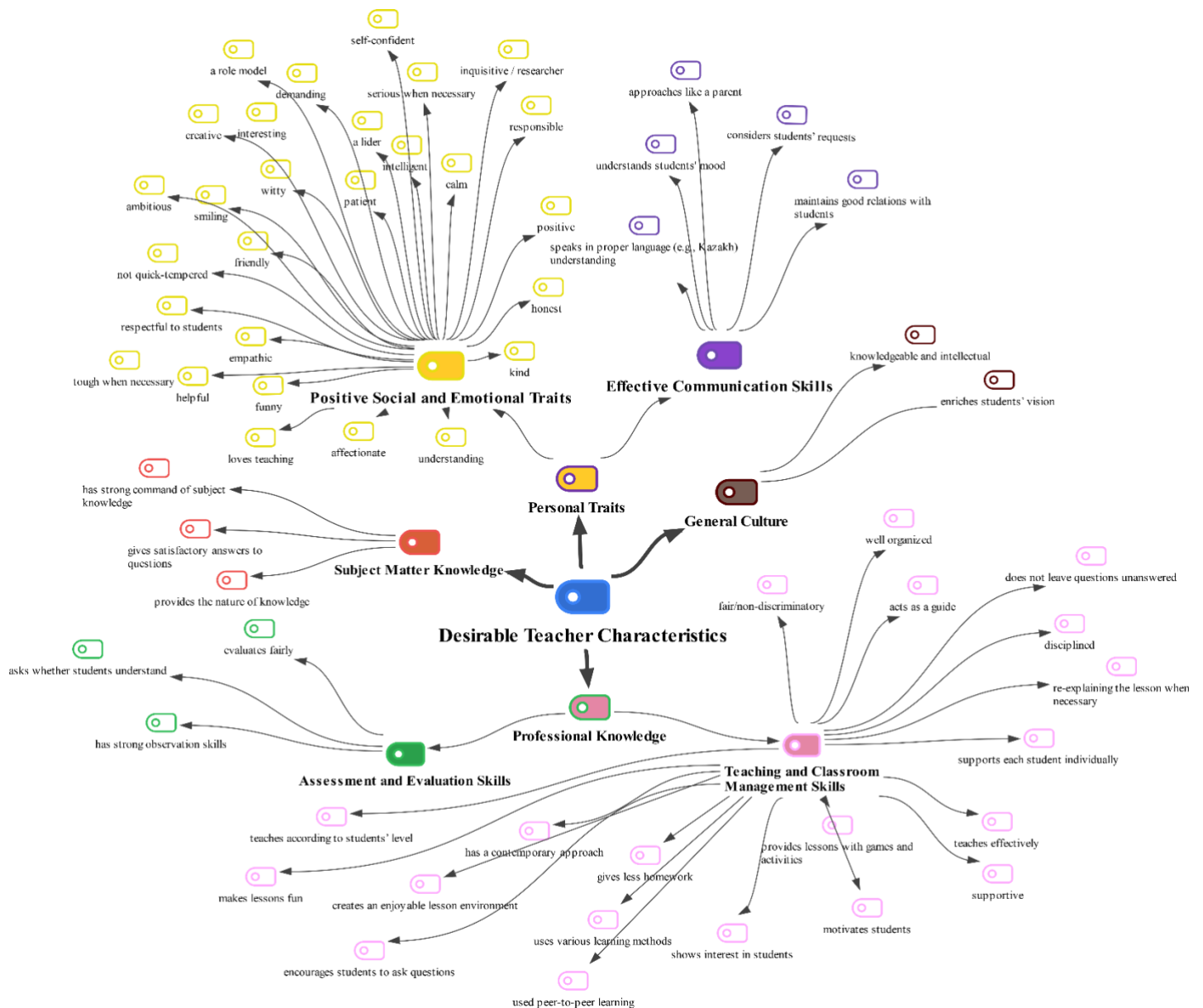


Figure 3. Characteristics of desirable teachers according to the perceptions of 8th grade secondary school students in Kazakhstan (The Hierarchical Code-Subcode Model exported from MAXQDA software).

Under the Professional Knowledge category, there are subcategories of Teaching and Classroom Management Skills and Assessment and Evaluation Skills. In the sub-category of Teaching and Classroom Management Skills, students believed teachers who use a variety of teaching methods, assign a reasonable amount of homework, and answer students' questions without leaving them unanswered are effective teachers. They value teachers with a modern approach who genuinely care about their

students and create a pleasant atmosphere in the classroom. In addition, students emphasized the importance of motivation, discipline and fairness in teachers who serve as guides and give individual attention to each student. Other frequently mentioned qualities included: organization, aesthetic attention, support for mutual learning, encouraging students to ask questions, and a willingness to revisit and re-explain material as needed. Students also highly valued teachers who make lessons engaging and interesting, use games and interactive activities, teach effectively, and adapt their teaching to the students' level of knowledge. In the Measurement and Evaluation Knowledge category, students expressed their preference for teachers who make fair assessments, have strong observation skills, and constantly check students' understanding of the course content. Examples of student responses reflecting these perceptions are given below.

"I think that teachers should not only teach lessons but also encourage students if they are not participating in various activities, encourage them to participate, and encourage them to be active." (KS41)

"Each student has their own characteristics, talents and interests. As a teacher, he/she should be able to look at each child individually and understand their strengths and weaknesses." (KS28)

"I want him to be honest and give grades accordingly." (KS42)

The Personality Traits category includes the subcategories of Effective Communication Skills and Positive Social and Emotional Traits. In the sub-category of Effective Communication Skills, students emphasized the importance of having teachers who treat them with parental affection, understand their manner of speaking, take into account their wishes, build positive relationships with students and communicate using an appropriate and culturally respectful language (e.g. Kazakh). In the sub-category of Positive Affective Personality Characteristics, students' perceptions of desirable teacher behaviors were defined as demanding yet fair, creative, inspiring leaders, and engaging in their approach. They value teachers who do not abuse their responsibilities, demonstrate empathy and kindness, and are firm when necessary. Being a positive role model, self-confident, passionate about teaching, sincere, and patient were also frequently mentioned characteristics. Moreover, students highlighted traits such as being intellectually curious, emotionally balanced, respectful, understanding, optimistic, intelligent, affectionate, and cheerful. They appreciated teachers who are serious when appropriate, but also fun, humorous, helpful, honest, determined, and calm in their demeanor. As an example, direct quotes from some of the student answers are given below.

"I think the teacher's communication with the student is one of the important things that affects the success of the lesson." (KS28)

"What is important for me is that the teacher knows the student well." (KS29)

"I want a teacher to be more interesting than YouTube." (KS21)

"I want to have a teacher who not only educates students but also disciplines them and can be a role model." (KS40)

3.4. What are the characteristics of undesirable teachers according to the perceptions of 8th grade secondary school students in Kazakhstan?

The data regarding part (b) of the second sub-problem was also coded and the codes were collected under four categories. The codes examined under the categories Lack of Subject Matter Knowledge, Lack of General Culture, Lack of Professional Knowledge, Negative Personal Traits. were collected under the Undesirable Teacher Characteristics Theme and are detailed in Table 5 and Figure 4 below.

Table 5.

Characteristics of undesirable teachers according to the perceptions of 8th grade secondary school students in Kazakhstan

Theme	Category	Codes	f	
Teacher	Lack of Subject Matter Knowledge	does not know the field well	36	
		does not provide the nature of knowledge	11	
Undesirable Characteristics	Lack of Professional Knowledge	Lack of General Culture	not knowledgeable and intellectual	21
		Lack of Assessment and Evaluation Skills	makes unfair assessment	24
		Lack of Teaching and Classroom Management Skills	does not teach effectively	30
		unfair/discriminating	23	
		who does not answer questions	17	
		does not explain the lesson	14	

		does not inform about the goal and subject	12
		non-guide	11
		does not conduct entertaining lessons	9
		does not support the student who teaches with Soviet sociological education	8
		has one-dimensional thought	7
		only teaches the lesson	6
		does activities unrelated to the lesson	5
		only asks students to write	3
		explains incorrectly	2
		does not know students' rights	1
Negative Personal Traits	<i>Negative Communication</i>	not getting along well with students	25
		scolding students	14
		not understanding student mood	12
		comparing students	5
		humiliates students	5
		undisciplined	3
		not speaking in proper language (Kazakh)	2
	<i>Negative Social and Emotional Traits</i>	nervous	31
		dislikes teaching	26
		strict and oppressive	17
		insensitive	14
		does not like students	14
		tough person	13
		indifferent to students	12
		non-fun	11
		rude	9
		does not keep promises	7
		not improving oneself	5
		tend to violence	4
		stubborn	2
		egoistic	2
		prejudicial	1

In the categories Lack of Subject Matter Knowledge and Lack of General Culture (as shown in Table 5 and Figure 4), Kazakh students reported that they did not want teachers who were incompetent in their subject, unable to convey the essence of knowledge, or intellectually incompetent. Under the Lack of Professional Knowledge category, there are subcategories of Lack of Teaching and Classroom Management Skills and Lack of Assessment and Evaluation Skills. In the subcategory Lack of Teaching and Classroom Management Skills, students identified a number of undesirable characteristics of teachers. These include teaching based on outdated Soviet-style sociological approaches, unfairness or discrimination, ignorance of students' rights, a one-sided or narrow-minded point of view, inability to teach or incorrect teaching, avoidance of exciting or interesting lessons, conducting activities unrelated to the subject, giving only written assignments, and ineffective teaching. They also criticized teachers who simply convey information without engaging in meaningful interaction, do not answer students' questions, do not fulfil their role as guides, do not explain the aims and objectives of the lesson, and do not provide academic or emotional support. In the category Lack of Assessment and Evaluation Skills students considered unfair assessment practices to be a key negative characteristic. Below are direct quotes from students' responses reflecting these views.

"Also, the shortcomings of a bad teacher are lack of professionalism, lack of organizational skills, lack of content knowledge, i.e. lack of field knowledge." (KS14)

"I would not want to have a teacher who teaches with Soviet sociological education, I mean I would not want the authoritarian teacher characteristic that uses the traditional teaching method." (KS36)

"A bad teacher is a teacher who does not treat his students equally, who discriminates, who chooses students." (KS22)

"I don't want to have a teacher who doesn't give fair grades." (KS19)

The Negative Personal Traits category includes the subcategories of Negative Communication and Negative Social and Emotional Traits. In the subcategory Negative communication, students described undesirable traits in teachers, such as comparing students to each other, not understanding the students' language, humiliating or swearing at students, being undisciplined, not being able to get along with students, and using the Kazakh language incorrectly. In the subcategory Negative Social and Emotional Traits, students expressed that they do not want teachers who fail to improve themselves, are biased, stubborn, humorless, quick-tempered, egoistic, lack passion for teaching, show no empathy, are prone to aggression, overly strict or oppressive, indifferent toward students, rude, dislike students, break promises, or behave harshly. The following section presents direct quotes from students that illustrate these perspectives.

"It is to apply too much psychological pressure to the student. For example: saying that you are behind some students in terms of IQ due to your brain's lack of information or saying derogatory things about a student. For example: This Enlik (name taken as an example) is always superior to you in terms of knowledge, examples of why you are so stupid/lazy." (KS11)

"A teacher who shouts at students, asks if they don't know, doesn't understand, makes students feel afraid, scolds, is a bad teacher." (KS32)

"To me, the bad teacher is the one who doesn't care about the students' lesson and problems." (KS30)

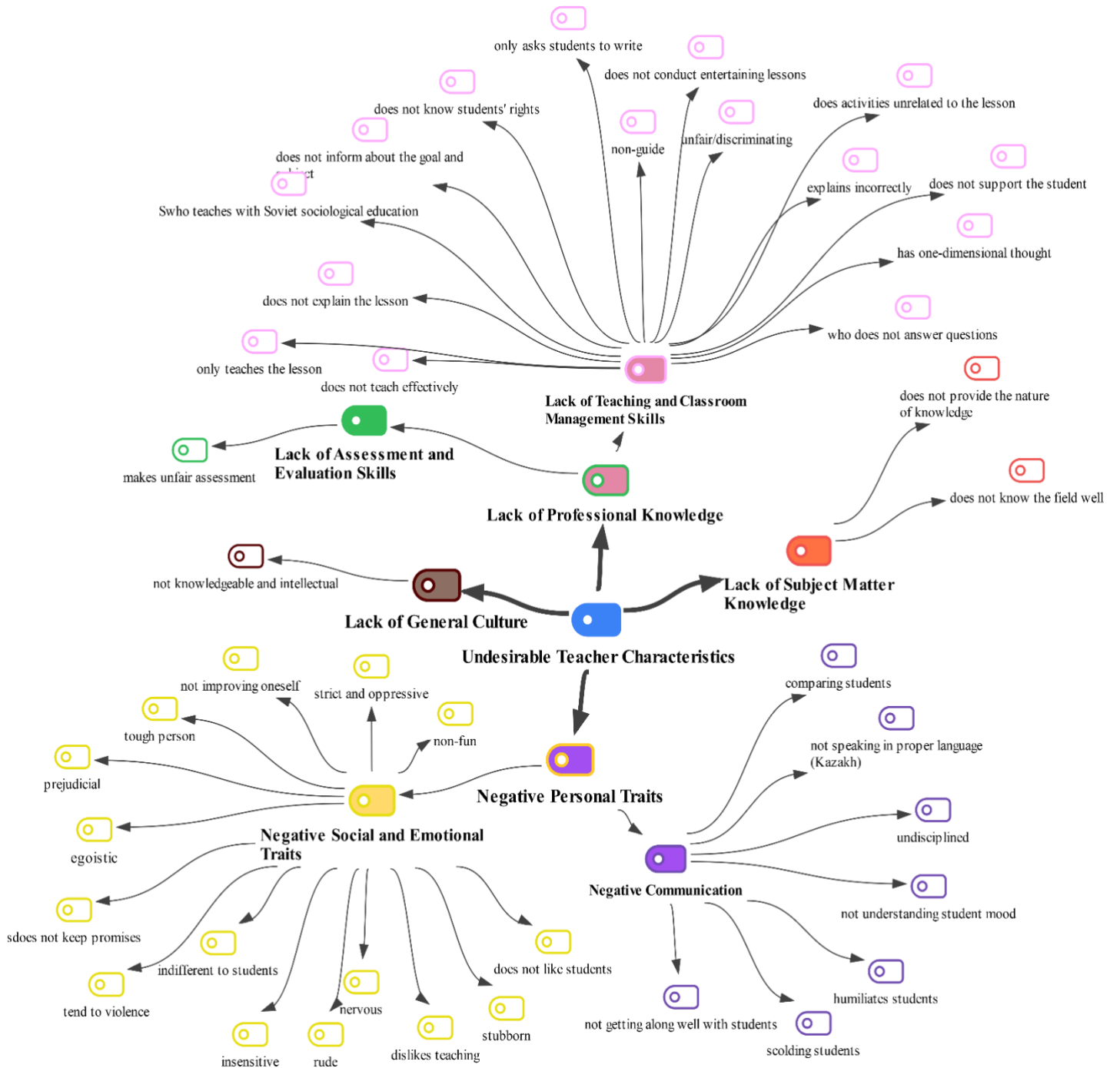


Figure 4. Characteristics of Undesirable teachers according to the perceptions of 8th grade secondary school students in Kazakhstan (The Hierarchical Code-Subcode Model exported from MAXQDA software).

3.5. What are the similarities and differences in terms of desirable and undesirable teacher characteristics according to the perceptions of 8th grade secondary school students in Türkiye and Kazakhstan?

The similarities and differences in desirable and undesirable teacher characteristics, as perceived by 8th-grade students in Türkiye and Kazakhstan, are presented in Tables 6 and 7 below.

Table 6. *Similarities and Differences in Desirable Teacher Characteristics According to the Perceptions of 8th- Grade Students in Türkiye and Kazakhstan*

Türkiye-Specific	Shared Characteristics	Kazakhstan-Specific
informs us about the target and behavioral objectives	has strong subject matter knowledge	uses various teaching methods
has classroom authority	provides satisfactory answers to questions	creates an enjoyable lesson environment

provides additional learning materials	explains the nature of knowledge	uses peer-to-peer learning
uses positive reinforcement	knowledgeable and intellectual	has a contemporary approach
gives practice tests	teaches lessons to students' level	gives less homework
makes students love the lesson	fair / non-discriminatory	has strong observation skills
explains lessons using stories	teaches effectively	speaks in proper language (e.g., Kazakh)
organizes extracurricular activities	does not leave questions unanswered	creative
gives corrective feedback	makes lessons fun	a leader
uses lesson time efficiently	re-explains the lesson when necessary	demanding
promotes learner autonomy	shows interest in students	self-confident
gives easy exam	supports each student individually	inquisitive / researcher
acts like a friend	provides lessons with games and activities	determined
avoids slang and swearing	encourages students to ask questions	
energetic	well organized	
uses gestures and facial expressions	supportive	
protective	disciplined	
motivates students for exams	acts as a guide	
optimistic	evaluates fairly	
values religious and national culture	asks whether students understand	
keeps secrets	understands students' mood	
ambitious	considers student requests	
	maintains good relations with students	
	approaches like a parent	
	understanding	
	kind	
	helpful	
	loves teaching	
	emotionally controlled	
	empathic	
	positive	
	sincere	
	smiling	
	respectful to students	
	serious when necessary	
	patient	
	honest	
	role model	
	intelligent	
	calm	
	caring	
	compassionate and merciful	
	funny	
	humorous	

As shown in Table 6, when we compare the perceptions of 8th- grade students in Türkiye and Kazakhstan, we see many similarities in how they define desirable teacher characteristics. Students in both countries want teachers who answer questions clearly and have strong subject knowledge. They value teachers who explain the nature of knowledge and do not leave questions unanswered.

Both Turkish and Kazakh students prefer teachers who care about students and treat them fairly. They want teachers who are disciplined, supportive and organized. Being a good guide, encouraging questions and making lessons enjoyable are also seen as important. Students appreciate when teachers use games and activities, explain topics clearly, and adapt teaching methods to the level of the students.

They also expect their teachers to understand their language, listen to their requests and build good relationships. Qualities such as kindness, sincerity, patience, calmness, respect and positivity are highly valued. Students admire teachers who love their job, smile often, empathize, serve as role models, and are helpful, honest and intelligent.

Turkish students also mentioned some unique preferences. They want teachers who provide additional materials and clearly explain the learning objectives. They prefer teachers who give practice tests, correct mistakes and make them enjoy the lesson. Managing time well, using storytelling and motivating for exams were also emphasized. Students in Türkiye expect teachers to use positive reinforcement, avoid slang expressions and control their temper. They value teachers who are energetic, respectful of national and religious values, optimistic and protective.

Kazakh students, on the other hand, want teachers who use different teaching methods and give less homework. They prefer a modern and pleasant classroom environment. They value peer learning and correct language use. They also appreciate teachers who observe students well, are creative, self-confident, demanding when necessary, and act as leaders.

Table 7.

Similarities and Differences in Undesirable Teacher Characteristics According to the Perceptions of 8th- Grade Students in Türkiye and Kazakhstan

Türkiye-Specific	Shared Characteristics	Kazakhstan-Specific
fails to re-teach when necessary	does not provide the nature of knowledge	does not know students' rights
uses only one teaching method	makes unfair assessments	teaches with Soviet-style sociological education
excludes students from lessons	unfair / discriminating	explains incorrectly
becomes angry when asked questions	who has one-dimensional thought	does not conduct entertaining lessons
restricting freedom of thought	does not explain the lesson	comparing students
talks about irrelevant topics	does activities unrelated to the lesson	not speaking proper language (Kazakh)
does not act like a friend	only asks students to write	not improving oneself
ignores students' requests	does not teach effectively	prejudicial
uses slang	does not answer to questions	stubborn
uses phone during class	does not support the student	
his/her face is sullen	humiliates students	
overly relaxed	scolding students	
hurtful	undisciplined	
does not make jokes	not getting along well with students	
lacks empathy	nervous	
	does not like students	
	dislikes teaching	
	insensitive	
	strict and oppressive	
	indifferent to students	
	rude	
	breaks promise	
	not fun	
	tend to violence	

As shown in Table 7, when looking at the shared perceptions of 8th-grade students in Türkiye and Kazakhstan, we see many common traits they associate with undesirable teacher characteristics. Students from both countries do not want teachers who fail to explain the nature of knowledge, are unfair or discriminatory, have a narrow mindset, fail to lecture properly, or do unrelated activities during lessons. They dislike teachers who only make them write, do not teach effectively, or ignore student questions. Students also reject teachers who humiliate or scold them, lack discipline, have poor relationships with students, are not fun, are often angry, dislike their profession, are difficult to understand, display violent behavior, are overly strict or indifferent, and those who are rude or harsh. Teachers who break promises or do not like students are also seen negatively.

Some differences also emerged. Turkish students said they do not want teachers who restrict freedom of thought, become angry when asked questions, kick students out of class, use a one-size-fits-all teaching method, refuse to re-explain lessons, speak in slang, avoid humor, lack empathy, frown often, say hurtful things, or are distracted by their phones during class. Kazakh students, on the other hand, criticized teachers who follow outdated Soviet-style education, are unaware of student rights, fail to make lessons enjoyable, speak improperly, or do not engage in self-improvement.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

The findings of this study show that eighth-grade students in Türkiye and Kazakhstan have remarkably similar perceptions of the characteristics of desirable teachers. Students emphasize the importance of teachers having a broad general culture, deep intellectual and subject knowledge, pedagogical skills, and a positive attitude toward students. It is particularly noteworthy that students insist that effective teaching goes beyond simply presenting material; it includes linking lesson objectives to practical applications, adapting explanations to individual student levels, and reinforcing understanding through repeated explanations when necessary. This approach is consistent with contemporary educational theories that advocate student-centered learning and differentiated instruction.

Students also value teachers who encourage inquiry by answering questions in detail and encouraging them to ask more questions. The desire for individual attention and support reflects an understanding of diverse learning needs, consistent with Strikwerda-Brown et al.'s (2008) findings on student's appreciation for teachers who recognize different learning speeds and styles. Effective teaching, including fun elements such as games and activities, along with tolerant yet consistent maintenance of classroom discipline, was also emphasized.

Teachers' affective characteristics such as patience, kindness, friendliness, sincerity, enthusiasm, empathy and professionalism have been consistently emphasized, underlining the vital role of teacher personality in creating a supportive learning environment. The expectation that teachers understand students' moods and respond with protective, parent-like concern further emphasizes the emotional dimension of teaching, which has long been recognized as essential for student well-being and motivation. This reflects the understanding that effective teaching extends beyond content delivery to the nurturing of positive relationships that enhance learning.

The emphasis by students in both countries on knowledgeable and intellectual teachers who both transmit culture and encourage creative and critical thinking is consistent with Senemoğlu's (1990) perception that teachers serve as cultural transmitters and innovators. The preference for individualized instruction and adaptation to student levels is in line with contemporary educational practices advocating differentiation. Turkish and Kazakh students' insistence on re-explanation and question answering shows that they are aware of the importance of feedback and formative assessment in the learning process. This finding supports Senemoğlu's (2001) emphasis on the use of effective tools to maintain motivation, discipline and attention and to facilitate learning.

Students' emphasis on fairness, non-discrimination and positive classroom interaction echoes the findings of Azer (2005), Stronge (2007) and Szűcs Ida (2017) who emphasize respectful and equitable teacher-student relationships as the cornerstones of effective education. Students' appreciation of humor, empathy and kindness (Gürcan, 2020) highlights the role of emotional intelligence in teaching, which helps to create a positive classroom environment conducive to learning. Students' desire for teachers who are role models and behave with parental care can be interpreted as an expression of the need for psychological trust, which is a prerequisite for effective learning. This supportive stance is in line with the findings of Strikwerda-Brown et al. (2008) that students value teachers who respect and treat them as individuals.

In the literature, there are studies with similar results. For example, Raufelder et al. (2016), who conducted research on good and bad teacher characteristics, stated that being competent in one's subjects area is one of the good teacher characteristics. In addition, Shulman (1986, 1987) argued that content knowledge is the main element of teacher characteristics, because if the teacher does not know what to teach, he/she cannot know how to teach. It is also important that teachers ask students whether they understand the subject matter, because as Coulter (1979) states in his study, if students leave the class without understanding the subject matter, they will have more difficulties in doing homework.

In the study conducted by Senemoğlu (2001) students stated that the characteristics of good teacher are helping them solve their questions, motivating them to learn, providing discipline in the classroom, drawing attention to the subject, ensuring that attention is maintained throughout the lesson, being planned, using effective tools and materials in the lesson, providing examples from life, approaching them with respect and love, being fair and non-discriminatory, dealing with the student as a whole and establishing positive communication and gaining desired behaviors. In Toraman's (2019) study, students stated the characteristics of effective teachers as explaining the lesson clearly, repeating the incomprehensible subjects, explaining the lesson according to the student level, using instructional technologies in the lesson, making the lesson fun, using appropriate teaching materials, ensuring student participation in the lesson, using various methods and techniques in the lesson, taking into account the individual differences of the students, and possessing sincere qualities. According to the findings of Sarıtaş's (2013) study, the qualities that should be present in the ideal teacher in student opinions are clarity in speech and expression, the ability to warn/advise students, careful lesson preparation, choosing appropriate and effective methods, creating an emotional

atmosphere that will lead to efficiency in the classroom, understanding the nature and needs of the child, the ability to enrich the subject, asking easy questions in exams, being fair, open-minded, understanding, patient, tolerant. Similarly, Gürcan (2020) found that secondary school students wanted to see characteristics such as not getting angry, being fair, tolerant, smiling, humorous, empathizing and loving from their teachers. Strikwerda-Brown et al. (2008) stated that since students' study in different ways and at different speeds, they want teachers to find an approach that takes this into account and that they want to have teachers who treat them well, respect them, treat them as individuals and they value teachers who communicate well with them. In addition, Azer (2005) stated that one of the twelve characteristics of a good teacher is that teachers interact well with students and respect them. Stronge (2007) argued that teachers' ability to establish positive connections and good communication with students is an important factor in student achievement and creates a pleasant classroom atmosphere. In addition, according to the results of the study conducted by Szűcs Ida (2017) it is seen that the characteristics of being fair to students, dealing with student problems, communicating well with students and being respectful to students are at the forefront. Based on the above research results, it is seen that the findings of our research also support the studies conducted in the literature to a great extent.

According to the views of 8th grade students in Türkiye and Kazakhstan, undesirable teacher characteristics were interpreted under four categories in a consistent manner. When the research findings are analyzed, it is seen that "lack of professional knowledge" and "negative personal traits" categories stand out in terms of the number of codes related to undesirable teacher characteristics. In this context, it can be said that the majority of students' undesirable teacher characteristics were related to the teacher's negative personality traits and lack of professional knowledge. Similarly, Valcarcel et al. (2021) examined students' negative evaluations of their teachers posted on the RateMyTeacher.com website. According to the results of the study, it was found that the students' evaluations were relatively evenly divided between criticisms of teachers' teaching skills and criticisms of their personalities.

The differences between Turkish and Kazakh students' preferences are striking and probably reflect the different educational and socio-cultural contexts in which these students are situated. Turkish students' preference for teachers who provide additional learning materials, clear behavioral targets, frequent testing and exam motivation may be related to the high-stakes nature of the 8th grade high school transition exam in Türkiye. This exam-centered culture shapes students' expectations towards a more structured and goal-oriented pedagogy aimed at exam success. On the other hand, Kazakh students' preferences for modern teaching methods, peer learning, less homework and creativity reflect recent educational reforms in Kazakhstan aimed at modernization. The emphasis on proper language use and responsibility also points to cultural values related to language identity and teacher professionalism.

The harsh condemnation of teachers who humiliate or scold students and behave in an undisciplined or indifferent manner, shows students' sensitivity to emotional safety and positive relationship climates in the classroom. Turkish students' concern for freedom of thought points to a value placed on intellectual openness and professional courtesy. Meanwhile, Kazakh students' objections to outdated Soviet pedagogical approaches and a lack of personal development emphasize the importance of continuous professional development and culturally appropriate pedagogy. There are studies with similar results in the literature. For example, Wang et al. (2007) found that the teacher characteristics that students defined as bad teachers were rude, shouting, not paying attention to what they say, not taking their job seriously, not communicating with students, and not motivating.

In general, the widespread consensus among students about desirable and undesirable teacher characteristics suggests that students are not passive consumers of education but have well-formed expectations based on their learning experiences. Their emphasis on intellectual rigor, pedagogical effectiveness, emotional warmth and fairness suggests a holistic model of teaching that balances cognitive and affective domains. The parent metaphor used by students to describe desired teacher behavior points to a basic human need for care and support in educational settings, supporting Senemoğlu's (1990) perspective on the holistic nature of teacher roles. The tension between disciplinary requirements and the need for warmth and empathy reflects the complexity of the teaching profession, which requires a balance between authority and approachability. The differences between Turkish and Kazakh students' expectations also highlight the influence of systemic factors such as national curricula, assessment systems and cultural norms in shaping student perceptions. Understanding these contextual differences is essential for developing teacher education programs tailored to local needs while maintaining universal standards of effective teaching.

The present study contributes to the literature by not only confirming several well-established characteristics of desirable and undesirable teachers but also revealing how these are expressed in culturally related yet structurally distinct educational contexts. By analyzing the perceptions of 8th-grade students in Türkiye and Kazakhstan, this research offers a nuanced understanding of both universal expectations and context-specific preferences shaped by systemic and cultural factors.

In this research, according to the views of 8th-grade students in Türkiye and Kazakhstan desirable and undesirable teacher characteristics were revealed. The findings of this research are very similar to the findings of other studies conducted on this subject in various countries. In this case, the following suggestions can be made regarding the development of both pre-service and in-service teacher education programs for the training/development of teachers with desirable teacher characteristics in both countries:

Given students' demand for teachers with broad general knowledge, teacher education programs should include comprehensive cultural and intellectual development components.

Students demand teachers who have complete and accurate field knowledge and who can effectively impart this knowledge to students in a wide variety of ways and materials. In this case, the nature of knowledge should be effectively taught to prospective teachers and teachers in teacher training programs, and information on how to impart this knowledge to students should be given in multidimensional brain-friendly educational environments within the integrity of theory and practice.

Students want teachers who make accurate and fair measurement and evaluation to ensure their development. In this case, in teacher training programs, meaningful brain-friendly education should be provided for students and teachers in order to provide the functions and qualities of measurement and evaluation to teacher candidates and teachers in a meaningful way.

Students demand teachers with healthy personality traits in all aspects. In this case, it is important to select prospective teachers from among socially and mentally healthy individuals and to protect the social and mental health of teachers in service. For this purpose, the Ministry of National Education and the Ministry of Health should co-operate to ensure that teachers and students can live their lives as fully healthy individuals.

In teacher education programs, effective training should be provided with virtual reality teaching materials with direct real examples to gain desired teacher characteristics.

Moreover, the present study could be replicated by including the perspectives of teachers, parents and students, which would provide a more comprehensive understanding of the phenomenon under study. Such an approach also makes it possible to compare the perceptions of these different stakeholders, providing a richer and more multidimensional picture. Furthermore, the study can be extended to include examples from other countries, allowing for cross-cultural comparisons and contributing to a broader understanding of the topic in different educational contexts.

Research and Publication Ethics Statement

Ethics committee approval for the research was obtained with the decision of the Hacettepe University Senate Ethics Commission dated May 9, 2023.

Contribution Rates of Authors to the Article

This research is derived from the first author's ongoing doctoral thesis conducted under the supervision of the second author. Accordingly, the first author participated in all stages of the research. The second author, as the supervisor, provided guidance and feedback throughout the research process.

Statement of Interest

There is no conflict of interest between the authors.

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