

Research Article

The positive and negative effects of teacher attitudes and behaviors on student progress

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The attitudes and behaviors of teachers directly influence the cognitive, affective, and social development of students. These effects may be positive or negative and may last a long time. The aim of this study is to examine teacher behaviors and attitudes that can negatively or positively affect student progress. Using a qualitative research approach, the study adopted a basic interpretative research design. The study involved 229 undergraduate students studying at two state universities in Türkiye. Under the headings of positive and negative themes, participants explained the most influential teacher behaviors and attitudes they encountered in primary, secondary, or high school. A total of 183 positive and 187 negative narratives were analyzed. Positive teacher behaviors and attitudes were grouped under three categories: effective communication and ethical attitude, professional competence and dedication, and individual support and trust. Students have been found to be more confident, motivated, and satisfied with their learning, and are more likely to trust their teachers when they exhibit these behaviors. Negative behavior and attitudes were classified into discrimination and injustice, classroom management and communication problems, and occupational incompetence and irresponsibility. In addition to reducing students' motivation to learn, self-confidence, and respect for teachers, these negative behaviors impede their social development.

Keywords: Teacher behaviors; Teacher attitudes; Student progress; Teacher ethics

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1. Introduction

Teachers play pivotal roles in the education process such as guiding students for future careers, teaching moral and social values, delivering academic information, and developing students' skills. These roles are closely related to opinions about what characteristics a teacher (Işık et al., 2010; Wimberly et al., 1978) should have. Depending on the philosophy of education adopted in the society, beliefs about human nature, culture, and time conditions, teachers should have different individual, social, physical, and professional characteristics. It has a positive effect on teachers when they meet their expectations, and a negative effect when they do not.

A wide variety of views exist in philosophy of education literature about what teachers are expected to do and the characteristics they should possess. As a teacher in the idealizm approach, a person is expected to be a rational, intelligent, and expert authority, guiding and ordering the students (Cevizci, 2017), in order to provide education with reason, gain moral and value

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judgments, and ensure justice in society. As with idealism, realist philosophy places the teacher at the center of the educational process. Realist philosophy of education expects the teacher to acquire knowledge of the world's unchanging reality, to transfer social culture, and to empower the mind (Guttek, 2011). According to progressive education, education should be tailored to meet the needs and interests of students and based on experience. It is the teacher's responsibility to determine accurately what the student's interests are and to provide them with conditions for gaining the skills they need. Rather than acting as an authority, the teacher guides. In contrast to value and culture transfer, the teacher is expected to focus on learning through experience (Dewey, 1986; Johnston, 2010). The critical philosophy of education also requires teachers to have a teaching style that allows students to question, to carry out their profession with a liberating and egalitarian approach rather than transferring information, and to create a dialogue with students (Cevizci, 2017). Regardless of their different perspectives and goals, the teacher's role towards the students is crucial in all educational approaches.

Communication, methods and techniques used by the teacher to organize the course activities can have positive or negative effects on students' expectations and needs. The literature discusses what traits an effective and good teacher should possess professionally and personally, and how he/she should behave in a classroom. In their study to determine the characteristics of effective teachers, Wimberly et al. (1978) found that effective and good teachers have new perspectives, are proficient in a subject, are able to interpret information, encourage learning, and are fair, respect and value students, encourage students, and love teaching. Specifically, Köksal (2008) states that teachers are responsible for raising individuals who question, criticize, and recognize their responsibilities. The teaching profession is emphasized in Güven (2010) due to its transmission of universal and local cultural heritage to students and its efforts to ensure that individuals are able to realize their potential. Işık et al. (2010) suggest that teachers should be able to interact effectively with their social environment, which includes both students and parents, while using teaching methods and techniques effectively. Based on their research, Darling-Hammond and Baratz-Snowden (2005) conclude that lecturing and testing at the end of the week aren't sufficient forms of teaching. Rather than focusing on what students know, an effective teacher uses the information s/he owns to move them forward. Based on the learners' prior knowledge, developmental stage, and learning style, he/she prepares the learning environment. Being a good student is the first step to becoming a good teacher. An effective and a good teacher is one who commands the content knowledge, knows the strengths of the student, encourages the students, allows them to express themselves, and knows how to use technology (Darling-Hammond, 2008).

A number of studies have demonstrated a strong relationship between a student's academic, personal, and social development and the attitudes and behaviors of those around him or her. At this point, the teacher has a great deal of influence. Erdoğan (2013) claims that teachers' attitudes and behaviors are the second most influential factor affecting a student's academic achievement. According to Broeckelman Post et al. (2015), teachers' inadequate knowledge and skills, as well as aggressive and humiliating behavior have a significant negative impact on students' academic performance. Sürücü and Ünal (2018) found that motivation was increased by teachers' professional interest, fair attitudes, preparation for lessons, enthusiasm, content dominance, and consistent behaviors, while motivation was decreased by violence, a lack of knowledge, uncontrolled classroom management, speech disorders, discrimination among students, and professional excitement. According to Walker (2008), a teacher who is positively effective uses time efficiently by getting prepared for the lesson, uses time efficiently and attracts students' attention, increases confidence with a high expectation that everyone can succeed, is fair by accommodating individual learning differences, and increases the quality of learning by conducting creative activities during the lesson. However, he contends that effective teaching requires a teacher who creates and recognizes emotional bonds with students, has an optimistic perspective, helps the student feel part of the class, approaches the student compassionately and forgives his mistakes, and can accept his own mistakes.

The fact that teachers have behaviors that develop and affect the student in a good way and interact positively with them indicates their professional competence. Professional competence and compliance with ethical values are positively correlated (Kusumaningrum et al., 2019). Having a sense of responsibility for complying with ethical values allows teachers to attach importance to professional development and direct them to perform their professions properly. One of the characteristics of teachers who take care to be ethical perpetrators is their openness to learning and self-development in their field of expertise, respect for students, parents, and other teachers, and following the rules (Karataş et al., 2019; Molla & Nolan, 2020). The teaching profession cannot be separated from ethical values. The teaching profession has a close relationship between professional expertise and moral standing (Daniel & Sapo, 2020). The ethical role of teachers is therefore essential to the positive development and progress of students.

It is not clear which of the data to obtain from teachers, administrators, parents, and students' achievement scores will give the most accurate results in teacher effectiveness evaluations. Each of these sources can be a valuable source of data depending on the scope of the study. Furthermore, students' opinions and experiences are also important data sources to be consulted, as they are directly affected by their teachers' words, behaviors, and teaching methods (Follman, 1995). Moreover, it has been shown that the evaluations and feedback given by students about the teachers have a useful reliable value in improving the teaching process and increasing teacher effectiveness (Arubayi, 1987). According to Kelsey et al. (2004), explaining teacher behaviors can help reveal what students understand and how they are affected by what teachers say and do.

In educational life, teachers may have a positive or negative effect on students' academic success, as well as on their social and personal lives. By understanding how teachers perceive their behavior towards students and how students are affected by it, we can determine what the content of student-teacher interaction should be. This perspective is thought to contribute to teacher training and professional development. It is possible to have positive and negative experiences with teachers. It is the purpose of this study to examine the attitudes and behaviors of teachers which have both positive and negative effects on the past experiences of students who have completed primary and secondary education, as well as the effects of these behaviors and attitudes on student behavior. To achieve this goal, answers are sought to the following research questions:

RQ 1) What are the teacher behaviors and attitudes that have a positive effect on student progress?

RQ 2) What are the effects of positive teacher behaviors and attitudes on students?

RQ 3) What are the teacher behaviors and attitudes that have a negative effect on student progress?

RQ 4) What are the effects of negative teacher behaviors and attitudes on students?

2. Method

This study, which aims to reveal students' perceptions of teacher attitudes and behaviors from their previous education experiences, is conducted as a basic interpretive study, a qualitative research design. Qualitative research focuses on how individuals make sense of their lives and construct meaning (Merriam & Grenier, 2019). With the basic interpretive design, the researcher examines how people interpret their lives and experiences. It shares this feature with other qualitative research designs. Despite the fact that this approach attempts to explore the meanings derived from experiences, it does not attempt to delve deeply into the essence of meaning as phenomenology or ethnography or to examine the dimension of cultural interaction in detail. The method is also frequently used in educational research (Merriam, 2015).

2.1. Participants

Criteria sampling was used to determine the participants. The criteria were receiving primary, secondary, and high school education in Türkiye and having encountered a teacher's behavior and attitude that affected their education life positively or negatively. Participants were presented with

these criteria and those who considered them suitable and volunteered to participate in the study met them. Data was collected from undergraduate students at two Turkish state universities. The study included 139 participants studying in the faculty of education and 90 participants studying in other faculties. 164 female and 65 male participants responded to all or part of the research questions.

2.2. Data Collection Tool

The research data were collected using a structured interview form. Specifically, this form asked students to describe the behavior of a teacher who had a positive or negative impact on them during their student years, to describe the characteristics of this teacher, and to explain how their attitude or behavior affected them. The participants were also asked about their gender, age, university, and faculties. The form was developed online during the 2021-2022 academic year, and answers were received through the same method by students who volunteered to participate.

2.3. Data Analysis

During the data analysis process, the data were prepared for coding under two separate themes: positive and negative behaviors and attitudes. The researcher read these data first. After reading the data, descriptive coding was used to determine the first meanings that emerged. In the second phase, inductive coding was used to identify the codes of the overlapping narratives (Saldana, 2013). Once the data had been coded, patterns were identified between them. These patterns were used to create categories and subcategories.

2.4. Data Analysis

The questionnaire, which is used to collect data in this study, was prepared by consulting an academician who is an expert in educational sciences and teacher training in order to ensure validity or credibility, a preferred concept in qualitative research. In order to validate the categories and subcategories formed after the analysis, an expert academician in educational science and another expert academician experienced in qualitative research were consulted. Their opinion was sought on whether the categories and subcategories formed after the analysis were appropriate. It was stated by these academicians that some answers need more than one coding, and that more subcategories would be more accurate. Following this suggestion, the data were re-examined and the data that were suitable for a second subcategory in the answers given by the participants were separated from the first category and evaluated separately.

In order to ensure study reliability, data-based triangulation technique was used and a large number of students who met the sampling criteria volunteered to participate. A structured questionnaire and a written questionnaire can also affect the decision-making process. This research was therefore conducted with 229 volunteers and was intended to be reliable.

3. Findings

The participants were asked to describe the positive and negative behaviors or attitudes of teachers that affected them during the basic education and secondary education years, as well as how these behaviors or attitudes affected them. Participants' narratives were examined under two themes: positive and negative teacher behaviors and attitudes.

3.1. Positive Teacher Attitudes and Behaviors

Teachers who had a positive or negative effect on their previous student lives are categorized under three main categories and ten subcategories. 48 of the participants gave irrelevant or insufficient answers to this question, which was excluded from the evaluation. A total of 183 participants' answers were analyzed. The analysis revealed narratives related to two subcategories in the answers of 13 participants. According to the quantitative distribution of the narratives grouped under three main categories, *effective communication and ethical attitude* ranks first with 76

narratives. *Professional competence and commitment* comes in second with 73 narratives, while *individual support and trust* comes in third with 47 narratives.

Table 1

Frequency analysis of categories and subcategories of teachers' positive attitudes and behaviors

<i>Category / Sub-categories</i>	<i>Frequency</i>
Effective Communication and Ethical Attitude	76
Optimistic and patient attitude	10
Valuing	52
Fair and honest approach	14
Professional Competence and Commitment	73
Subject matter expertise and effective teaching	22
Having high expectations and motivation	18
Praise for success and effort	17
Conducting lessons with open communication	16
Individual Support and Trust	47
Moral and material support	25
Academic Support	12
Trusting and giving responsibility	10

3.1.1. Effective communication and ethical attitude

Teachers explained the attitudes and behaviors they valued most in this category. Chatting outside of class, listening sincerely to the students' problems, helping them find solutions to their problems, and guiding them are found to be important for the students. As a result, students declare that their self-confidence increases towards teachers and that they feel valued by them. In this sense, P24 asserted that:

We became friends with our history teacher in the 11th grade, who broke the strict teacher-student relationship generally. Although we were respectful to our teacher, we were able to share everything openly. My self-confidence has grown, and if there were problems at school, I always knew who to call.

P35 described two different teachers, stating that the sincere and devoted approaches of both were very impressive:

I remember my primary school teacher Oğuz... He always seems like a nice person to me, for some reason. Probably it is because he loved everyone so much. Regardless of their language or status, he loved all the students. He had a close relationship with all the families of his students... The other teacher was Bulut... He taught science to us. To motivate us to learn, he would spend his own money and give small rewards to all of us. When he realized that we had some problems on a subject or topic, he would immediately help us to review the lessons and solve questions. Like a big brother, he was always there for us. He listened to our problems and shared his problems with us. My family and I remain in touch with him.

With their compassionate approach, teachers also demonstrate their value for students. For instance, P190 asserted that:

We were always communicated with sincerity by our primary school teacher. On a cold day, he gave one of our friends his own cardigan as a gesture of kindness. I am certain that this interest in me and my friends has affected me as well as my other friends.

By not discriminating between students based on their success, socio-economic level, belief, ideology, or gender, teachers earn their respect and love, while patiently supporting the students along with a fair attitude increases the student's self-confidence and helps them express themselves more freely. This can lead to students feeling more comfortable and interested in lessons if their self-confidence increases. In this context, P105 stated that:

Because my high school literature teacher was equally interested in everyone without discriminating against them and made everyone feel valuable, I felt more confident and comfortable in the classroom. He/she had a very thorough understanding of each of us. He was the one who motivated me to put aside my abstention. We were always encouraged by him about what we did and what we could do, and he always stood by us.

In addition to taking an equal approach to everyone, a fair classroom environment may require more effort and compassion for students who are at a disadvantage. Supporting students who fall behind in terms of academic success, behavior, or socialization does not constitute discrimination to students, but rather a fair and compassionate teacher model. P28 describes a teacher who made positive discrimination for a student as follows:

There was a girl in our class whose welfare was being protected by the child welfare service. Our teacher treated this student differently from the general types of students excluded in the classroom I observed. Teachers, most of whom claim to be patient and understanding, both inside and outside the classroom, exhibited a lot of openly or implicitly negative behavior toward these students. Our teacher, however, provided such an environment in which his/her behavior was reflected on us, and the student who stayed in this service had a very successful education life for as long as I was able to observe.

3.1.2. Professional competence and commitment

Professional competence and commitment refers to the methods and techniques used by the teachers for the success of the course and for the development of positive behavior and a supportive communication environment. Teachers' attitudes and behaviors that motivate students and enable them to participate in lessons are also included in this category.

Participants reported that their teachers used methods and techniques that positively affected learning, interest in the lesson, and efforts to understand it. There was evidence that some teachers were competent in pedagogy and subject matter knowledge to fulfill their duties and responsibilities, and they act with a high awareness of students' learning needs. The participants clearly state that this approach has a positive impact. P89 stated the lecture of his teacher as follows:

When we were in high school, we had an English teacher named Uğur, he used to teach the lesson both in a funny and instructive way. I've always liked English lessons. The loud voice he used and the encouragement to attend the lesson increased my commitment to the lesson...

Another participant, P108, described his/her science teacher as follows:

My favourite teacher was a science teacher. To prepare for every class, this teacher would study the topic he would be teaching that day. We used to receive performance assignments from him. He used to include an activity in every lesson. During the activity, he even kept all the students active. His lessons would make me feel like I was actually accomplishing something, even if I didn't attend the lessons. I never felt like a failure in the science lesson, even in the most unsuccessful periods. The teacher taught as if I was going to learn the lesson, not as if I would fail.

Students can also be affected by teachers' high expectations for success and their motivation to show interest in the lesson. Teachers who make efforts in this direction don't ignore any students but assume that each student can learn by participating in the lesson. By considering the individual differences of the students, they structure the teaching process. As a result, the lessons become more efficient for each student. As described in P42, a teacher who made a special effort for overlooked students provided the following support:

In high school, one of my teachers gave certificates of achievement to students who were ignored from class every year and who were disliked by the administration. As a result of this behavior, students would have been more motivated and engaged in the next year's lessons... One of those students was me. Many times, I was told by the administration that I would fail, and it demotivated me. As a result of receiving this certificate in the 11th grade, I became the fourth student to study hard and make the best grade in my class.

Furthermore, P74 stated that his/her classroom teacher cared for all students and this attitude positively impacted everyone:

In primary school, we had a friend. S/he learned to read slightly later than other students. It was very pleasing to see our teacher working with him. S/he never allowed anyone to make fun of him. I learned not to be afraid to make mistakes from her/him. It has taught me that one can fail, but that effort will always lead to success. I and my friends were greatly encouraged by the way he/she treated that student.

In addition, P128 explained how teachers' efforts to promote participation in lessons and other activities enabled them to become acquainted with students:

My primary school teacher did not discriminate against any student in the class; s/he tried to keep everyone's interest alive by involving them in lessons. He would assign tasks to everyone in the classroom on important days, and thanks to that teacher, I am now a more social and sociable person because I have discovered my interest in the theatre.

Students can express themselves comfortably and ask questions when teachers organize the lesson in such a way that they are interested and successful in the lesson and can establish a positive relationship with the teacher. In the lessons of these teachers, students both feel comfortable and have the opportunity to enhance learning processes by asking questions about places they do not understand. In this direction, P25 described his teacher as, "No matter which student asked a question, my high school teacher would optionally repeat the topic more than once. This is my favorite feature because none of my teachers in my education life showed patience with students' questions." The open and devoted attitudes of teachers enable students to ask questions outside the classroom. This attitude can have a significant impact on students' attitudes toward that course and their lives. In this sense, P30 stated that s/he owes his success to such a teacher:

I was very impressed by my geography teacher in 12th grade. If you asked him a question on a 55-minute lunch break, he would spend the entire break answering it. S/he seemed to have a passion for education. It was very impressive of him/her to let us know. That may have been the reason I did well in Geography class in 12th grade.

Achievements and appreciation of students' efforts can have a significant impact on their progress. It is understood that those students who have been appreciated are more interested in the course, and they are more confident to put forth more effort. This situation is exemplified by P78's words:

I was made to stand up and applaud in class one day after my history teacher told me I made the lesson better with my answers. As a result, I always studied the subject before going to history lessons. Therefore, I created situations where I could criticize and discuss with my teacher, and s/he would appreciate it. I became closer to a course I loved when I was appreciated in it. In the past, I would not have done research on the subject, but now I feel obligated to improve myself in order to be worthy of that appreciation.

Students who exhibit morally good behavior are also applauded by their teachers to emphasize the importance of this behavior. In this context, P78 asserted that:

During primary school, one of my friends went to the toilet while taking notes. As I was finishing up writing, I waited for my classmates to finish. Waiting for my desk mate, I wrote down where he/she needed to write in his/her notebook so that he/she wouldn't miss the lesson. As soon as my teacher noticed that, she called me up in front of the board. The teacher explained the situation to the class and congratulated me. S/he made everyone applaud my behavior... It was a moment of pride I will never forget. It made me feel like I had accomplished something important. I would like to thank him/her for that wonderful feeling if I could see him/her now.

3.1.3. Individual support and trust

Participants highlighted the importance of teachers supporting students by showing one-to-one interest to meet their emotional, academic, or financial needs, despite their inability to meet these needs individually. The participants mentioned the teacher's self-confidence and the positive

effects of the responsibility he/she gave. P70's response to the teachers' academic support is as follows:

My high school major was Computer Hardware. During the first month of school, a teacher taught our technical English class in the preparatory class. After the lesson, she called me and said she saw I was willing to join this department. She told me that there were two ways to proceed: either with the hardware or with the software. That day, she gave me the book that changed my life: Basic book... That was really nice. My talent piqued her interest.

This support also affected P197 when describing his/her teacher, who provided additional source book support and free courses to help with financial hardships:

In 8th grade, most of my friends attended private schools. I was one of the few who didn't attend. As a result of my participation in class and my success in the exams, my Social Studies Teacher gave me additional source books and additional tests outside of class. To me, it was of great importance that s/he provided these resources after classes and outside of school, so that I would not be embarrassed in front of my friends. The attitude and posture of this person fascinated me... I thought of a few friends like me when the teacher started a free course at school. Even the free course at school was not allowed by my father. In a telephone conversation with my father, s/he asked him for permission.

Participants expressed positive attitudes toward teachers who are aware of the emotional difficulties experienced by students during childhood or adolescence, treat them sincerely, and help them solve their problems. Taking care of students during difficult times was found to have very positive effects on them. In this sense, P34 asserted that:

In high school, one of my teachers understood that I was having a hard time and spoke to me privately. Because I was studying for my college exam in my senior year of high school, s/he even asked me how I was feeling every week. The teacher taught me to love myself.

In some cases, even one teacher's behavior can leave a lasting impression on a student for many years to come. In this case, P221 stated that:

In primary school, I was injured in my arm and it was bandaged for a long time, so I couldn't write. I was given special attention by my classroom teacher because of this situation. My bandage was opened and I still had pain, but I could write. As my teacher was doing homework check, I said I couldn't write because my hand hurt, so she wrote the entire text for me. Rather than just a teacher, I felt a father's affection there.

Making the teacher feel confident and giving him/her responsibilities may also lead to increased self-confidence and greater interest in lessons for some students.

3.2. Negative Teacher Behaviors and Attitudes

Participants' narratives, which included teacher behavior and attitudes that negatively affected their previous schooling experiences, were categorized under three main categories and ten subcategories. The narratives of 187 of the participants were analyzed, but the narratives of 44 participants were excluded since their content was inadequate or irrelevant. In 18 narratives, behavior and attitude are described in two subcategories. The most narratives were collected under the category of *negative classroom management and communication*. The next category is *discrimination and injustice*, and the least narrative is *professional inadequacy and irresponsibility*. Table 2 displays the numerical values of narratives grouped by categories and subcategories.

Table 2

Numerical distribution of negative teacher behaviors and attitudes

<i>Category / Sub-categories</i>	<i>Frequency</i>
Professional Inadequacy and Irresponsibility	23
Inefficient course management	17
Inefficient time management	6
Discrimination and Injustice	83
Discrimination based on achievement level	25
Being subjected to injustice	24
Discrimination based on socio-economic status	14
Establishing a relationship based on self-interest and favouritism	11
Gender, political or religious	9
Negative Classroom Management and Communication	99
Humiliation and insult	45
Oppressive attitude	28
Physical violence	26

3.2.1. Professional inadequacy and irresponsibility

Within the category of professional inadequacy and irresponsibility, two subcategories have been formed (teachers' inefficient courses and inefficient time management). An inefficient time management reveals a teacher's inability to handle time efficiently in the classroom, wasting the lesson time with different activities or speeches instead of focusing on the course content. The teacher fills the time by having personal conversations or allowing the students to free up during the lesson instead of lecturing, resulting in the students losing interest in the lesson and a decrease in the lesson's success, so they end the semester without learning the required content. Using the following words, P71 describes the inefficient time spent in class:

In third grade at high school (11th grade formerly), a teacher taught us mathematics lessons, but we didn't do much studying. The teacher was always in a hurry to finish the semester and teach the subjects quickly. Instead of teaching in class, this teacher preferred to chat with us. As I recall, the teacher was sitting next to the male students at the back of the class and talking about cigarette brands... Consequently, we didn't learn much and this behavior annoyed me more than anything else.

A teacher who does not use effective teaching methods and techniques in the course process, does not perform the activities required by the course, does not take into account individual differences and learning styles and does not process the course uniformly are considered inefficient course management. These teachers avoid the task at hand instead of teaching effectively in the classroom. This is due to a teacher's inadequacy in professional competency and individual problems, as well as not knowing or using current methods and techniques. On the other hand, the teachers' approach causes students to learn the lesson insufficiently and to acquire incomplete knowledge and skills, to lose interest in the lesson, and to lose confidence and respect for them. P119 stated that:

During my middle school years, our science teacher would just read the subject from a notebook and finish the lesson. He/she would never get up from his/her seat or take us to the lab, which would make us very upset. Our writing alone distracted us from the lesson, while the other class's teacher was having fun with them.

In a similar manner, P96 asserted that:

There was a teacher in our primary school classroom. I never liked the teacher's math lessons because s/he always looked at the board and never engaged us in any activities looking directly at us. It is because of him/her that I have always had a negative attitude toward mathematics. Words like 'I can't do it, mathematics is very difficult, I don't understand mathematics' were constantly circulating in my head.

3.2.2. Discrimination and injustice

The participants expressed the most negative attitudes and behaviors related to discrimination and injustice. The category includes unfair attitudes and behaviors of teachers that are considered ethical problems. In this category, negative behaviors include discrimination based on academic achievement, socioeconomic status, gender, political/religious differences, favoring students close to each other and establishing an interest relationship with some students; being unfairly accused and not receiving the recognition or praise they deserve.

According to academic achievement, discrimination and competitive attitude are the most prominent forms of perceived discrimination. Teachers who make this type of discrimination show interest in students who perform better in their classes, but not in others. Student questions and the desire to communicate, which he/she considers unsuccessful, are indifferent to him/her. Conversely, s/he may punish students with low class success or who don't do their homework in a negative way or use expressions that will make them feel inadequate if they fail the course. Students who experience this type of discrimination lose their self-confidence and internalize failure. According to P48, his/her teacher distinguished based on success by saying:

As a high school student, I was negatively affected by my mathematics teacher, who taught only to a specific group and valued their ideas, and who classified his/her students based on academic success. I felt as if I had failed the course and was a bad student.

The teacher's accusatory and punitive attitudes towards students, whom s/he deemed unsuccessful, are described in P121 as follows:

I had a teacher. On his/her exams, everyone in the class got low grades except for a few, and the teacher said that we didn't study, so we got low points, and s/he was constantly angry with us, but she already knew I studied a lot. S/he said that some people had a certain capacity, so I might have failed...I hated math classes, and I thought I would never succeed in this class.

Some teachers are more flexible and supportive of students whose financial situation is good or whose families are respected, while others are indifferent and harsh. Discrimination based on socioeconomic status undermines students' self-confidence and makes them lose interest in the course. According to P154, this is what s/he experienced with his/her primary school teacher and how s/he dealt with it as, "Because other teachers' children were in the class, s/he would constantly discriminate and favor them. Throughout my life, it has affected me negatively, making me non-assertive and reducing my self-confidence." During the course of expressing his/her experience, P62 lost interest in the lesson, which s/he perceived as discrimination based on external appearances. The participant stated that "In my class, I had a teacher who discriminated against students based on their clothing, i.e., who gave importance to their appearance. The experience made me hate math class." In addition, it is alleged that some teachers benefit from their students by establishing relationships of interest, acting in a way that serves their interests, or harming their professional reputations by being indifferent to others or using their position for personal gain. In response to the gifts received by his/her teacher, and the students s/he thought could benefit from them, P106 stated the following:

On Teachers' Day, s/he would be offended if the families did not prepare a gift worth thousands of lire. When such a gift was given on Teacher's Day, I gave an ink pen. S/he sent me to my desk without even thanking me for the pen. There is no doubt that s/he would discriminate among students. Whatever student's family was wealthy, s/he would sit at the front desk and take care of them.

According to the some participants, their teachers used their official power against students. For instance, P23 asserted that, "My religious teacher in high school returned phones to students for money rather than taking them to the principal and selling extra course content to students as photocopies..." It has been reported that some teachers provide undeserved attention and grades to students who feel close to them, while others are cold and indifferent, causing students to lose focus and focus on the course itself. Discriminating teachers may ignore the vast majority of

students and continue the course anyway. As described by P40, his/her experience with a Social Studies teacher was as follows:

In the class, there were only four successful students. They were just allowed to talk, and s/he showed interest in them. When something needed to be done, they would do it. In my opinion, the other students were unnecessary for him... Interacting with only four people reduced my interest and love for the lesson. The teacher's interest and love for me decreased at the same rate. The course became interesting again when the teacher changed.

There are few types of discrimination that students perceive as discrimination, but there are political and religious views, as well as gender discrimination. Students complain that some of their teachers have an accusatory attitude towards them due to their religious beliefs or political views, and they are indifferent and distant from them. As a result of these discriminations, the student expressed that they felt humiliated, angry with the teacher, and is disinterested in the lesson. Despite the teachers' approach towards a certain gender with more tolerance in the classroom, they demonstrate a more strict, punitive and irrelevant attitude towards the other gender, according to students claiming they were discriminated against for their gender.

If a teacher wrongs a student or blames them for a crime they have not committed, it affects them deeply. Due to the teacher's negligence, this injustice causes even more pain to the students. According to P56, the teacher who took the position of class president and gave it to another student in primary school behaved in the following manner:

Each time I remember, I feel as if I am living for the first time again. In elementary school, I was elected class president. After a few days, our class teacher told me that I couldn't be class president, but another student could, and offered me a position as vice president. Despite the fact that the sentence was like a question, the attitude was never a question. All I did was say okay because I was too young. It was one of the saddest moments of my life...

According to students who claim unfair accusations were made against them, teachers misjudged an event or situation that caused them embarrassment and offense. Regarding this situation, P51 asserted that:

In third grade of high school, my German teacher told the whole school, my teachers and students, that I was in love with my desk mate. It was because we shared the same desk during class. While we were friends since the 4th grade in elementary school, the teacher said we discovered each other in his/her class... The ugly slander s/he made made me feel very bad. Labeling me for something I did not do was offensive, as if I had done something wrong."

3.2.3. Negative classroom management and communication

The narratives about teachers' lack of competency and incorrect intervention methods in undesirable situations are grouped under the category of negative classroom management and interaction. According to the participant reports, some teachers frequently insult, humiliate, or physically harm their students based on their performance or behavior. Additionally, the participants state that they display an extremely harsh and despotic attitude instead of being patient with the ordinary behavior of the students, empathizing and directing them. As a result of these behaviors, students feel fear and hatred, lose their self-confidence, and lose interest in the lesson. In this sense, P11 asserted that, "Our primary school teacher was very authoritarian and harsh. Even when s/he passed by, we were afraid and did not even dare to speak... I became more withdrawn, quiet, and lost my courage as a result." Another participant, P174, described this type of teacher as:

In high school, I had a biology teacher who was involved in everything. Besides the lesson, he constantly interfered with the private lives of the students and tried to choose who would be friends. Especially about girls' outfits, he made a lot of comments. In front of everyone, he scolded us for applying colourless lip balm to prevent our lips from chapping.

Additionally, students are often subjected to insults and humiliations from their teachers. Students are insulted and humiliated when they fail to succeed in a course or fail to fulfill their course responsibilities. In this sense, P17 stated that:

I was told to use a swear word by my primary school teacher because I forgot to do my homework even though I was only in fourth grade. This incident made me feel worthless and humiliated in front of my friends, in contrast to the situation I was affected by.

P67, on the other hand, claims that he/she was mocked because of a personal situation, which caused emotional and physical harm:

One of my teachers made fun of my weight in front of the whole class when I was an overweight student in high school. During my adolescence, I felt humiliated and embarrassed in front of my friends. In the aftermath of this event, I didn't eat anything and suddenly lost a lot of weight.

There are also instances in which teachers resort to physical violence when a responsibility related to the lesson is not met, a desired result is not achieved, and disciplinary behavior is displayed. In response to his/her fear of violence inflicted on friends, P52 stated that "One of our teachers inflicted violence on my 3 friends for a very unnecessary reason (no matter what the reason was). Still, I am afraid when I recall those moments." Physical violence is accepted as a usual punishment method by some teachers. P5 expressed his fear and anxiety about this situation as follows:

When we were in primary school, our teacher beat us with a ruler instead of talking to us. No matter how much time has passed, I still remember that fear... By punishing me for every mistake, I became afraid of making any more. The feeling of insecurity and discouragement overwhelmed me.

4. Discussion and Conclusion

The purpose of this study was to reveal both positive and negative perceptions of teachers' attitudes and behaviors toward students, as well as the effects of these perceptions. There are two main themes in the findings: positive and negative behaviors and attitudes. Based on these analyses, positive and negative behaviors and attitudes were categorized into three categories, and patterns were detected between these categories. Teachers' behavior and attitudes toward students can affect students academically, emotionally and socially, and these effects can have long-term and significant effects on students' lives.

Positively perceived teacher behaviors and attitudes include communication with students and ethical behavior. Teachers who make students feel valued, approach patiently, and provide a fair classroom environment have a positive impact on participants. Teachers who establish close relationships with their students, empathize with them, and listen to them outside of the classroom are highly rated by their students. Despite their harsh attitude, the students also appreciate the fact that the teacher provides a fair classroom environment and avoids discrimination, regardless of the teacher's attitude. Having a positive perception of a teacher contributes to a student feeling safe, increasing their self-confidence and respect for them. When students feel respected, they respond with respect, feel peaceful at school, and are more interested during class. The results of this research also coincide with the study of Wubbels and Brekelmans (2005). According to them, meeting students' expectations from the lesson and the teacher affects their perceptions of justice, while establishing a close relationship with students increases motivation, interest, and motivation. Additionally, positive emotional experiences can help students achieve educational goals (Goodboy et al., 2022). Koçak and Bostancı (2019) report that dealing with students' problems, preventing bullying, and providing valuing approaches to students result in positive developments at school. There is a positive relationship between teachers' fair perception and students' motivation and affective learning, but a negative relationship between aggressive behaviors (Chory-Assad, 2002). Moreover, reliability is considered one of the most important characteristics of a teacher (McCroskey et al., 2004).

Participant experiences of teachers using physical and verbal violence, using insulting and humiliating approaches, and displaying an oppressive attitude are categorized as negative classroom management and communication. These approaches of teachers who create a negative classroom management and communication environment cause students to be afraid of the teacher and move away from the lesson, unlike teachers who provide a loving and fair classroom

environment. Their emotions and social lives are negatively affected by the violence they experience when they make a mistake. It damages their self-confidence and their confidence in the teacher. Students are negatively impacted for many years by teachers who resort to violence, oppressive attitudes, and bullying. Different studies have also documented these approaches of some teachers. According to Gündüz (2013), most of the participants in the study experienced humiliation and insults during their pre-college years. In addition, Aras et al. (2016) conclude that more than half of students experience violence from their teachers. Based on the study by Hatunoğlu and Hatunoğlu (2010), the majority of teachers resort to physical violence to control their classrooms. According to these findings, teachers frequently resort to violence in a variety of forms. This study found, however, that humiliating attitudes toward students, physical interventions, and excessively repressive attitudes negatively affected students' performance in class, compliance with class rules, and respect for teachers. No matter how well-intentioned teachers are, applying for authority in this way is inconclusive. This approach has been known for centuries to be negative. According to Ibn-i Sina, teachers should maintain a balance between being soft and harsh. They should praise students' efforts and achievements as well as punishing them for educational purposes only after the anger has subsided (as cited in Borhani Nejad et al., 2013; Akyüz, 2019). According to Rocca (2009), teachers who are closed, oppressive, and aggressive are less likely to participate, while teachers who are non-communicative and non-aggressive are more likely to participate. As a result of oppressive attitudes and violence, students may feel afraid and anxious, ashamed, and sometimes pushed into lying (Sezer, 2018).

The participants reported that some teachers adopt attitudes that create a perception of discrimination, that some teachers unfairly accuse students without making adequate and accurate assessments in light of certain events, and that some teachers want to establish a relationship of interest with students so they can benefit from them. Injustice is associated with these behaviors and attitudes. Making one-way judgments in various events and situations damages students' perception of justice when teachers do not treat them fairly. Without justice, the bonds of trust and love are weakened, and it is impossible to achieve educational goals. In various studies, these claims have been demonstrated (e.g. Shields, 2004; Tomul et al., 2012). Students in these studies report that their teachers show great interest in some students by discriminating in the classroom and ignoring others. Discriminatory and unfair attitudes by teachers make students feel inadequate, decrease their interest in the lesson, and decrease their love and respect for the teacher. Students are negatively affected by these behaviors and attitudes on their academic and social development. Myers (2002) found a positive relationship between non-argumentative and non-aggressive teacher behaviors and motivation, satisfaction, and effective learning. Chory-Assad and Paulsel (2004) argue that students' distrust of teachers can lead to their resistance to the teacher. Furthermore, perception in this direction can cause students to feel frustrated, angry, and sad (Horan et al., 2010). While teachers' justice treatment increases their legitimacy, their estrangement from justice weakens their legitimacy (Gouveia-Pereira et al., 2016).

It is appreciated by participants that their teachers command the subject matter and present it effectively, as well as include students in the lesson or create an interactive learning environment. Moreover, the teacher's recognition and appreciation of the student's efforts and success, as well as motivating and creating high expectations for students, all contribute to the increase in confidence of participants, the feeling of being valuable, and the willingness to put forth more effort. Teachers' approaches are related to their professional competence and commitment. In addition to inspiring students for their academic, social and emotional development, highly competent and dedicated teachers also can increase their interest, curiosity and success in the class. In addition, it increases teachers' respect and love. Similar findings have been made by Wimberly et al. (1978) regarding students whose teachers have high motivational skills. Zhang (2007) also found that in his cross-cultural study, inadequate teachers were the most significant factor reducing students' motivation. As Darling-Hammond (2000) points out, good preparation has a greater effect than physical deficiencies in the classroom and negative experiences of students in the past. Teachers who

explain the course uniformly and inefficiently and use course time inefficiently create a professional inadequacy and are far from fulfilling their responsibilities. During the classes of such teachers, the students complain that the course time is wasted, they cannot learn enough, and that the incompetent and non-fulfilling teachers are to blame. In this direction, negative teacher behavior could be attributed to low awareness of professional responsibility, insufficient content knowledge, and insufficient knowledge of effective teaching methods. A teacher's pedagogical competence and knowledge of the field can enhance the quality of teaching (McCroskey et al., 2004); however, the opposite situation can decrease students' motivation and success in the classroom.

Participants emphasize that the academic, emotional, and financial support they receive from their teachers significantly affects their self-confidence and their love for and trust in them. In addition to helping students overcome their personal problems, these supports can also strengthen their academic commitment to the school. In addition, teachers who provide such support serve as role models for their students. In their study, Glenn and Nelsen (1989) state that good communication and interaction foster learning, that students discover their own attitudes and approaches through the attitudes and approaches of parents and teachers who raise them, and that positive memories of interactions with them help students succeed in school. Providing support for students also affects school satisfaction (Özdemir & Sezgin, 2011) and creates a negative relationship with learning anxiety (Erden & Akgül, 2010). Sezer (2018) contends that students who receive close attention from teachers are more engaged in the lesson, and those who are introverted and shy become more open to socializing and expressing themselves.

Based on the results of this study, positive and negative teachers' attitudes and behaviors directly affect students' academic, social, and emotional development. Positive and sincere student-teacher interactions contribute to the students' comfort in the classroom and at school, their confidence in their teachers, their self-confidence, and their interest in learning. A teacher's attitude or approach to the student can have a significant impact on the student. Additionally, teachers contribute to students' learning by utilizing effective methods and techniques to make the lesson efficient, being prepared for the lesson, and providing a communication environment that supports their learning. With the help of these teachers, even students who have never been interested in the lesson before or who have prejudices can leave their old negative attitudes behind. Further, oppressive teachers, who create a remote and unpleasant communication environment, and who resort to insult, humiliation, or physical violence when their students behave badly or fail academically, can lead to long-term sadness, academic breakdown, and a loss of self-confidence for students. Kelsey et al. (2004) define perceived negative and unwanted behaviors as behaviors that prevent learning. There are several studies that support this finding (Goodboy & Myers, 2015; Goodboy et al., 2018; Vallade, 2021). According to Goodboy and Bolkan (2009), negative teacher behaviors lead to the student developing a negative attitude towards the teacher and the lesson. As Yurtal and Artut (2010) state, positive teacher behavior impacts academic achievement, and negative teaching behavior impacts academic performance. As Sezer (2018) points out, teachers' behaviors and attitudes have a lasting impact on students. Additionally, even if teachers' behavior is perceived as insignificant or ordinary by themselves, for some students it can be unforgettable and have greater meaning than expected. Kelsey et al. (2004) note that students are reluctant to forgive teachers for their negative behavior. It has been demonstrated that students who are exposed to negative behaviors and attitudes carry the feelings of sadness, resentment, anger and oppression with them, while their teachers who exhibit positive behaviors are remembered with gratitude and love.

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