

Teacher Behavior Unwanted According to Student's Perceptions

İsa Yıldırım¹, Durdağı Akan² & Sinan Yalçın³

¹The Provincial Education Directorate, Erzurum, Turkey

²Faculty of Education, Atatürk University Kazım Karabekir, Erzurum, Turkey

³Faculty of Education, Erzincan University, Erzincan, Turkey

Correspondence: İsa Yıldırım, The Provincial Education Directorate, Erzurum, Turkey. Tel: 90-505-374-5658.
E-mail: isayildirim@outlook.com

Received: May 12, 2016

Accepted: June 15, 2016

Online Published: October 26, 2016

doi:10.5539/ies.v9n11p1

URL: <http://dx.doi.org/10.5539/ies.v9n11p1>

Abstract

This study was conducted in the aim of revealing the misbehaviors of the teachers according to the perceptions of the students. In the study, semi-structured interview was done with 8th grade 45 students, 20 males and 25 females, from three secondary school determined through purposive sampling. The interviews were analyzed with content analysis, one of the qualitative research methods. All the data was coded and grouped as sub-theme, theme and main theme. As a result of the analysis, it was determined that misbehaviors of the teachers according to the perceptions of the students was collected under two main themes as relations and learning process. Misbehaviors of the teachers related to the relations was divided into 4 themes as being unfair, violence, communication barriers, characteristics. And violence was divided into two sub-themes as physical and psychological. Misbehaviors of the teachers related learning process was collected under three themes as boring classes, assessment and evaluation and classroom management.

Keywords: behaviors of teacher, didactogeny, teacher misbehaviour, inappropriate behavior

1. Introduction

1.1 Introduce the Problem

Misbehaviors of the students which affect the development of the students negatively is an important research subjects. It is remarkable that although there are several studies which focus on the causes and effects of the misbehaviors of the students which make it difficult for the teachers to do their works, the number of the studies which is conducted on the causes and effects of misbehaviors of the teachers which negatively affects the learning process, characteristics and development of the students are quite low. In the related literature, there are several studies which underline this situation (Doyle, 1986; Kearney, Plax, Hayes, & Ivey, 1991; Levis & Riley, 2009; Page, 2013, 2014). According to Marzano, Pickering, and Marzano (2003), classroom management applications of the teachers have an important and positive effect on decreasing of problematic behaviors in the classroom. However, those teachers who implement an effective classroom management can only expect developments in the behaviors of the students and effective teaching application to be occur.

Recent studies show that teachers are also effective in terms of student outputs as well as schools. Studies show that effective teachers consistently contribute to the student success (Boice, 1996; Muijs & Reynolds, 2002; Kyriakides & Creemers, 2011). In several studies conducted about the classroom environment, it was inferred that the quality of student-teacher relations is related to the academic motivation and attitudes of the students towards school (Eccles et al., 1993). Moreover, the support of the teacher plays an important role in the good behaviors of the students (Pössel et al., 2013). When the teachers create a positive and emotional classroom environment, the possibility of the relations which would cause conflicts with the problematic students to occur decreases (Buyse, Verschueren, Doumen, Van Damme, & Maes, 2008). In a study conducted by Sheets (1994) with students, it was stated that a great number of students expressed disciplinary problems can be avoided through better student-teacher relations. Sheets and Gay (1996) who reviewed the literature stated that many behavioral problems are ultimately caused by the breakdown of the student-teacher relations. This kind of teacher behaviors can make the students be generally afraid of education or learning a specific subject more than being afraid of teacher himself/herself (Page, 2013). According to R. Marzano and J. Marzano (2003), the attitudes of the teachers in the classroom has a determinant effect on the student success.

Despite all these research findings, it is possible to say that the researchers have ignored the teachers as a potential resource for the problems in the classroom (Kearney et al., 1991). Interpersonal teaching is a long and difficult process which requires associating with dozens of receivers in one go and the parallel processing ability of multiplexed sources of information in real time, high-level thinking, empathy and quite patience. Some teachers communicate with the students in a way which can be conceptualized as misbehavior and respond to the stress integrated with the occupation they've chosen. Such behaviors can be characterized as misbehaviors of the teachers. "Didactogeny" term is even used to define it as a faulty education which physically, psychologically and educationally harms students (Levis & Riley, 2009). All the behaviors of the teachers can be categorized into two in terms of being appropriate to the current laws in the environment they occur or not. Illegal behaviors of the teachers are such that physical or sexual misbehaviors, swearing, harassment, robbery or relevant financial illegality. While such misbehaviors of the teachers seen most probably on the newspapers have important detrimental effects on children without a doubt, their effects are relatively lower. On the other hand, there are teacher behaviors which affect most of the students negatively, automatically include irrational responses as well as they are motivated and occur frequently in the classroom although they are legal (Levis & Riley, 2009). In a study conducted by Dilekmen (2011), 661 misbehaviors of the teachers in six categories were determined. Kearney et al. (1991) analyzed the teachers themselves as a potential source of educational and motivational problems. In this study, it was determined that the 28 misbehaviors of the teachers determined in this study are collected under three factors as adequacy of the teacher, aggression and laziness. According to Levis and Riley (2009), the most common misbehaviors of the teachers which cause the students to become afraid, to drift away from the class, to be afraid of their teachers and to take offence are excessive negative criticism, humiliating and embarrassing, yelling with anger. In the study of Broeckelman-Post et al. (2016), it was found that there are relations between misbehaviors of the teachers and interest and participation of the students. Hsu (2014) inferred that the misbehaviors of the teachers directly affect the willingness of the students towards communication. Kearney et al. (1991) determined that the misbehaviors of the teachers can be encouraging factor in the occurrence of several student problems in the classroom.

On analyzing the literature about the classroom management, it is seen that misbehaviors of the students are largely dealt. However, one of the reasons of misbehaviors of the students and their failure is the misbehaviors of the teachers which negatively affect several student outcomes such as the attitudes of the students towards school, classes, learning, interest of the students, their motivations, self-confidence, will to succeed and competency perceptions and their acquisitions. These behaviors which prevents the desired student behaviors to occur and on the other hand, contributes the misbehaviors of the students to occur should be revealed according to the perceptions of the teachers. According to Pössel et al. (2013), in some cases, student perceptions about teacher behaviors are more valuable than the third person reports to understand the student outcomes.

Learning the misbehaviors of the teachers which are perceived by the students and affect the students and their learning process negatively will be helpful in terms of pre-service training and creating awareness in the current teachers. In this study, it was aimed to reveal the misbehaviors of the teachers which negatively affect the personal developments, learning, motivations and participation in the class of the students according to the perceptions of the students.

2. Method

Qualitative research model was used in this study which was conducted to reveal the misbehaviors of the teachers which negatively affect the students. The main characteristic of qualitative research is that it analyzes events, facts, norms and values with the perspective of those on which the study is conducted. In such an analysis, it is an important research strategy to lay emphasis on and understand the special language, meanings and concepts, and to find out what these mean for those who are analyzed (Ekiz, 2013). In this study, case study, one of the qualitative research models, was used. Case study is one of the distinguishing methods in responding the scientific questions (Buyukozturk, Cakmak, Akgun, Karadeniz, & Demirel, 2008). Case study was considered to be the model of this study as it is studied in the real environment of a fact and it can be used in the cases in which there are proof and evidence (Yıldırım & Şimşek, 2011).

2.1 Participants

Purposive sampling method was used in this study to do in-depth research. Homogeneous grouping is the appropriate sampling technique among the purposive sampling methods for the target group of this study. In homogenous sampling technique, a specific sub-group is defined by creating a small, homogenous sample. The criterion used in the selection of the target group is the study of all situations which meets a range of pre-determined criterions. The mentioned criterion or criterions can be created by the researcher or a list of

pre-prepared criterions can be used (Yıldırım & Şimşek, 2011).

The target group of the study consists of 45 8th grade students, 20 males and 25 females, getting educated in three secondary schools in central districts of Erzurum selected with purposive sampling method. It was regarded that the number of the male and female students are close to each other in terms of the variety of source data. And the socioeconomic status of the schools from which data was collected was paid attention to be medium level.

2.2 Instrument and Procedure

After negotiating with the school management, the students at any success level whose self-expression skills are higher and who was selected with purposive sampling were interviewed on a volunteer basis. The interviewed students were informed about the aim of the study and the privacy of the study, and the interviews were done between the student and researcher. Considering the age groups of the students, the interviews were not recorded on any device to make the students feel themselves in a quite interview environment but they were written down by the researcher. After the interview was done, the notes were read to the students and the students were asked if there were any misunderstandings. About this, a set of changes were done on the data obtained from three interviewers as a result of their feedbacks. Semi-structured interview form was used as data collection tool. One single question –“What are the misbehaviors of the teachers which affect you and your academic success?”- was asked to the student considering their attention span. The reason why the students were asked one single question about this subject is to prevent them to lose their attention on different subjects by making it possible for them to focus only on misbehaviors of the teachers which bother them the most. In the preparation of the interview form, the views of three associate professors in educational administration field were asked and a consensus was reached in the direction of the fact that the interview form would enlighten the research problem. The data was analyzed with content analysis and corrections were done according to the suggestion of the field experts about the appropriateness of the thematization and coding of the data.

2.3 Data Analysis

The data collected as a result of the interviews done with the student was analyzed with content analysis which is among the qualitative data analysis methods. First of all, the notes which included each interview done with the students were transferred to the Microsoft Word. After transferring all the data, each data obtained through the interviews was coded, respectively. The coding process was completed by choosing the appropriate expression on the Word page and recording the appropriate code as statement code. Thematization process followed the coding process, the obtained codes were grouped under the appropriate themes. Then, themes were created by checking the similarities of these sub-themes. During the coding process, the reliability of the data was tested by conducting division of the number of compatible codes into the number of compatible and incompatible codes (Miles & Huberman, 1994). The conducted coding was handed over to a second field expert in a complex form and he was asked to group these codes again. The grouping showed similarity at a level of 0.85 with the first application. In addition, the researchers who grouped the codes had waited for 30 days and grouped the codes once more. The thematization of the first researcher showed similarity at a level of 0.91, and the thematization of the second researcher showed similarity at a level of 0.86 to the first thematization. These obtained findings provided important evidence for the reliability of the thematization process of the study.

3. Results

347 misbehaviors of the teachers, 255 (73%) of them towards relations and 92 (26%) of them towards learning process, were determined as a result of the conducted content analyses. The sub-themes and codes related to “the misbehaviors of the teachers perceived about the relations” in the first section and “the misbehaviors of the teachers perceived about the learning process” in the second section were analyzed.

Table 1. The perceived misbehaviors of the teachers related to relations

Themes	The coded expressions	N	%	Sub-theme %	Theme%		
Being Unfair	Preferential treatment towards the successful students	16	35				
	Teaching the lessons more with successful students	10	22				
	Not caring the students' opinions	9	20				
	Discriminating the loved students	7	16				
	Being unfair	6	13		21		
	Generalizing the punishment	4	9				
	Making classroom discrimination	1	2				
	Choosing scapegoat	1	2				
	Attending the class early	1	2				
THEME TOTAL		55					
The misbehaviors of the teachers related to relations	Physical	Hitting the student	7	16			
		Running the gauntlet	1	2			
		Beating the student	2	4			
		Ear pulling	1	2	13		
		Using brute force	1	2			
		Silencing the classroom with a ruler or stick	1	2			
	Resort to violence	Psychological	Yelling at the student	25	56		
			Offending the student before the society	23	51		
			Stigmatizing the student negatively	9	20		
			Comparing the student with others	6	13		
			Threatening the student	6	13		
			Insulting the student	6	13		
			Using stringer for the student	6	13		41
			Ignoring the student	3	7		
			Humiliating the student	3	7		
			Making fun of the student	3	7	87	
			Reprimanding the student	3	7		
			Emphasizing the negative aspects of the student	2	4		
			Underestimating the student	2	4		
			Unrecognizing the student	2	4		
Being sarcastic with the student	1	2					
Entering the personal space	1	2					
Pushing the student	1	2					
Nicknaming the student	1	2					
Embarrassing the student	1	2					
THEME TOTAL		104		100			

Communication Barriers	Being judgmental	14	31	
	Not listening to the student	10	22	
	Not understanding the student	7	16	
	Being bias towards the student	5	11	
	Postponing the meeting	3	7	
	Not making an eye contact with the student	1	2	17
	Putting the student off	1	2	
	Playing with the phone	1	2	
	Reflecting the negative mood to the classroom	1	2	
	Talking in a low voice	1	2	
THEME OTAL	43	100		
Personality Characteristics	Getting angry	19	42	
	Keeping the student at a distance	18	40	
	Being obstinate with the student	4	9	
	Set a bad example for the student	4	9	
	Lovelessness	3	7	21
	Self-concern	2	4	
	The manner "I know the best"	2	4	
	Pessimistic appearance	1	2	
THEME TOTAL	53		100	
MISBEHAVIORS OF THE TEACHERS MAIN THEME TOTAL		255		100

In the Table 1, misbehaviors of the teachers are seen according main theme, theme and sub-theme contributions. On analyzing the table, "being unfair" theme consists of misbehaviors of the teachers at a ratio of 21%, "resorting to violence" theme consists of misbehaviors of the teachers at a ratio of 41%, "communication barriers" theme consists of misbehaviors of the teachers at a ratio of 17% and "characteristics" theme consists of misbehaviors of the teachers at a ratio of 21% in misbehaviors of the teachers related to relations main theme. It is also seen in "resorting to violence" theme that 13% of the misbehaviors of the teachers consists of "physical", 87% of them consists of "psychological" violence sub-theme.

In being unfair theme, "preferential treatment towards the successful students" is the behavior at a ratio of 35% that the students have expressed the most. "Teaching the lessons more with successful students" (22%) and "not caring the students' opinions" (20%) behaviors follow this behavior. Following, the misbehaviors of the teachers in this theme are "discriminating the loved students", "being unfair", "generalizing the punishment", "making classroom discrimination", "choosing scapegoat", "attending the class early", respectively. Some of the students expressed their opinions about this as following; S7 "Some teachers discriminates the students as lazy or hardworking, thus I hate almost all the teachers, I do not pay enough attention to the class", S25 "The teachers makes discrimination among the students, if they love one student more than the others, they never say anything to that student, they do not warn him/her; even if they do, it is a quite kind warning, however, when another student does the same mistake, they yell at him/her", S18 "The teacher focuses on one student and conduct the lesson according to him/her", S43 "The teachers should pay attention to all students, some of the teachers only pay attention to those who are successful, other students get bored because they don't find the class interesting, they turn their friends and talk to each other, start to engage in different things, for example, they take a paper and start cutting it because of boredom", S36 "When there is noise during the class, always the same people offend the teacher's eye, the teacher does not see others talking", S35 "The teachers show the successful students as if they were privileged ones, they embrace those students, they are attentive to those students, I've been there once, I loved that teacher but other students apart from me did not like the teacher, if I were in my friends' shoes, I would not like this situation", S30 "When the teacher gets mad at a student, s/he punishes us all", S13 "A teacher responds cursorily especially when unsuccessful students ask a question, I think s/he should

pay attention to both successful and unsuccessful students”.

Resorting to violence theme is divided into two sub-themes in itself as physical and psychological. 29% of the students expressed that they were exposed to physical violence. Nonetheless, the expression ratio and variety of the misbehaviors of the teachers which could be considered to be psychological violence are quite higher. In this sub-theme, “yelling at the student” is the most expressed misbehavior of the teacher with a ratio of 56%, “offending the student before society” with a ratio of 51%, “stigmatizing the student negatively” with a ratio of 20%, “comparing the student with others” with a ratio of 13%, “threatening the student”, “insulting the student”, “using stringer for the student” behaviors follow this behavior. In this theme, some of the students expressed their opinions as following; S22 *“The teachers use violence in the classroom. When we talk, go to drop litter, raise our fingers without permission, they hit us”, “When we give a wrong answer, s/he show how mad h/se gets and humiliates us, which disheartens us”, S23 “The teachers sometimes offend the students during the class”, S22 “stigmatizing and humiliating the students by looking at them and telling this one is a genius but that one lacks of hope...”, S18 “Judging, threatening and reprimanding us before class without knowing what happened”, S14 “I don’t remember the teacher hit me but when they hit my male friends, I get demoralized and my productivity towards the class decreases”, S9 “The teacher threatens the students when they do not pay attention to the class”, S15 “...moreover, whenever we do a mistake during the class, s/he uses words which humiliate us before our friends, thus we don’t want to show our love and respect to that teacher”.*

In the communication barriers theme, “being judgmental” is the most expressed behavior with a ratio of 31%, and the behaviors of “not listening to the student” with a ratio of 22%, “not understanding the student” with a ratio of 16% follow this behavior. Some of the students expresses their opinion in this theme as following; S23 *“When I ask a question to the teacher, s/he avoid the question by telling how stupid it is whenever s/he does not understand the question and I never ask a question again in that class”, S24 “S/he only lectures and leaves, we never communicate, we can only ask questions about the class”, S35 “When the teacher tell me that I’m not paying attention to the class even though I pay attention, our motivation towards the class decreases”, S45 “The teachers does not listen to us”, S39 “We solve the problem, we show it to the teacher, and if it is wrong, the teacher responds like how couldn’t you solve it, shame on you, didn’t I teach you”, S14 “When I get a lower grade form the exam, I get sad and cry, some of my teachers tell me why don’t I study, you should study, in fact I generally study for that exam very hard”, S15 “Some of our teachers judge us even before they understand us, I don’t like this”, S35 “They talk in a low voice, it is not heard what they say”.*

In the characteristics theme, “getting angry” is the most expressed behavior with a ratio of 42%, and the behavior of “keeping the student at a distance” with a ratio of 40% follows this. Following, the behaviors from the most expressed to the lowest are being obstinate with the student, set a bad example for the student, lovelessness, self-concern, the manner “I know the best”, and pessimistic appearance. In this theme, some of the students expressed their opinions as following; S26 *“Our teachers frighten us with his/her intense look. I’m afraid of the teacher, s/he should behave warmly so that we can understand the subject better, we are afraid of the teacher, we cannot ask him/her to repeat the subject we don’t understand, we cannot ask questions”, S35 “We wonder why our teacher is so angry whenever s/he gets angry, we cannot devote ourselves to the subject”, S9 “They don’t behave affectionate and happy to the students”, S11 “they get angry too much during the class, then the peace of the classroom is broken”, S25 “Some of the teachers respond in such an angry manner that you don’t pay attention to that class because you become irritated from that teacher and so your grades decrease”, S33 “Entering the classroom with anger, getting angry at another class and they take it out from us, because they don’t smile, we don’t understand what they tell and we get sad”, S34 “The fact that the teachers lecture in an angry manner discomforts us. We don’t understand the classes lectured fast and angrily”, S40 “When the students tell their opinions to the teachers, the teachers say that you know better than me, then come and do it”.*

Table 2. The perceived misbehaviors of the teachers related to learning process

		<i>Themes</i>	<i>Coded Expressions</i>	<i>N</i>	<i>%</i>	<i>Theme %</i>
The perceived misbehaviors of the teachers related to learning process	Boring Class		<i>Constant lecturing</i>	18	40	
			<i>Constant dictation</i>	8	18	
			<i>Unproductive teaching</i>	4	9	
			<i>Intense teaching</i>	4	9	44
			<i>Not exemplifying</i>	3	7	
			<i>Just focusing on the subject</i>	2	4	
			<i>Talking in a low voice</i>	1	2	
			THEME TOTAL	40		
	Assessment and Evaluation		<i>Being reluctant to repeat the course</i>	6	13	
			<i>Assigning too much homework</i>	4	9	
			<i>Not checking the homework</i>	4	9	
			<i>Making the student to check the homework</i>	3	7	
		<i>Not showing extra effort to make the subject understandable</i>	2	4		
		<i>Not giving feedback to the solutions</i>	2	4	28	
		<i>Not giving feedback about the homework</i>	1	2		
		<i>Not assigning homework</i>	1	2		
		<i>Assigning homework as punishment</i>	1	2		
		<i>Asking himself and answering himself</i>	1	2		
	<i>Not evaluating at the end of the class</i>	1	2			
		THEME TOTAL	26			
Classroom Management		<i>Extreme discipline</i>	4	11		
		<i>Not giving a chance to correct the mistakes</i>	5	9		
		<i>Loose discipline</i>	4	9		
		<i>Engaging in disciplinary problems excessively</i>	2	4		
		<i>Inconsistent discipline</i>	2	4		
		<i>Interrupting the course and warning the student</i>	2	4	28	
		<i>Showing the course as difficult</i>	2	4		
		<i>Starting the course before the environment is available</i>	1	2		
		<i>Inconsistency in the teaching tempo</i>	1	2		
		<i>Sending off a student out of the class</i>	1	2		
		<i>Lack of belief that the student can succeed</i>	1	2		
		<i>Not researching the reason of the behavior</i>	1	2		
		THEME TOTAL	26			
		MAIN THEME TOTAL	92		100	

On analyzing the Table 2, it can be seen that the data in “Misbehaviors of the teachers related learning process” main theme is classified in three themes. 44% of the expressed behaviors in the mentioned theme is evaluated within “Boring Class” theme, 28% of them is evaluated within “Assessment and Evaluation” theme, 28% of them is evaluated within “Classroom Management” theme. The most expressed behavior is “constant lecturing” with a ratio of 40% under boring class theme, and “constant dictation” with a ratio of 18% followed this. And

from the most expressed to the lowest are as following; “unproductive teaching”, “intense teaching”, “not exemplifying”, “talking in a low voice”, “just focusing on the subject”. In this theme, some of the students expressed their opinions as following; S13 *“Sometimes I really get bored of having been educated for 8 years, because our education system is really boring, the teacher lecture and lecture all the time, they don’t give the right to speak to the students, however, if we conduct the class in a more amusing way, the student neither get bored nor talk during the class”*, S15 *“Some of our teachers lecture so plain, that is, there is no visuality or discussion and interpretation, we just read from our course books, thus the classes are boring and I don’t like paying attention to the course”*, S26 *“The teachers sometimes lecture the classes so boring, they can make the classes more amusing, this does not mean just games, when they lecture and pass it, it is not persistent, they can amuse us while lecturing, they react like how old are you, are we going to play”*, S29 *“When the teacher lectures in a plain way, I cannot solve the problems in that course”*, S38 *“Some of the teachers teach the classes so boring, s/he talks all the time, dictates too much, don’t give us the right to speak”*, S39 *“They come, they tell and tell and tell and leave, they only dictate even in algebra. We feel sleepy, one of our friends felt asleep during the course”*, S40 *“As most of the teachers focus only on the course, all of the students feel sleepy after 20 minutes, apart from some few in the front, the rest sleeps”*, *“One of the students who get bored wants to disrupt the class, changes the subject, the teacher gets angry and send the student out of the classroom”*.

The most expressed behavior in assessment and evaluation theme is “being reluctant to repeat the course” with a ratio of 13%, “assigning too much homework” and “not checking the homework” with a ratio of 9% and “making the student check the homework” with a ratio of 7% follow this behavior. And “not showing extra effort to make the subject understandable”, “not giving feedback to the solutions”, “not assigning homework”, “assigning homework as punishment”, “asking himself and answering himself” behaviors follow these behaviors, respectively. In this theme, some of the students expressed their opinions as following; S35 *“When we tell the teacher that we don’t understand, s/he directly thinks that we do not pay attention and blames us, s/he acts like whenever the teachers tells once, each students have to understand”*, S39 *“Whenever we go to the blackboard, they do not reinforce us when we solve the problem, I ask repeatedly if it is correct but I get no answer”*, *“Even though we do our homework, they do not check, they do not reward, and then we don’t want to do our homework, we don’t have the desire to do. And sometimes they make a student to check the homework, and those students are unfair”*, S38 *“Some of our teachers never assign homework. When our teachers assign homework, that helps me repeat the subject”*, S39 *“When we finish the subjects, they assign all the activities as homework, and this is sometimes too difficult”*.

Under the classroom management theme, the most expressed behaviors are “excessive discipline” with a ratio of 11%, “not giving a chance to correct the mistakes” with a ratio of 9% and “loose discipline”. And the rest of the behaviors are “engaging in disciplinary problems excessively”, “inconsistent discipline”, interrupting the course and warning the student”, “showing the course as difficult”, “starting the course before the environment is available”, “inconsistency in the teaching tempo”, “sending off a student out of the classroom”, “lack of belief that the student can succeed” and “not researching the reason of the behavior”, respectively. In this theme, some of the students expressed their opinions as following; S39 *“The teachers overreact to some of our behaviors, they pay off for everything”*, S40 *“When the teacher asks a question and the student answer wrong for the second time, the teacher tells that student not to raise finger again”*.

4. Discussion

It was determined that the misbehaviors of the teachers according to the perceptions of the students are more towards “relations and learning process”. The misbehaviors of the teachers related to relations are related to injustice, violence and negative communication perception, characteristics of the teacher. The misbehaviors of the teachers related to learning process are more related to boring classes, assessing and evaluation and classroom management.

In this study, it was determined that a majority of the students lack of attention and love of their teachers (conditional attention and love) as they do not meet their expectations about success, etc., they are not valued as an individual by their teachers, they are not accepted as who they are and they are compared to other students and classrooms, and their individual rights are not respected. Boice (1996) stated that the behaviors of the teachers as keeping distance, their indifferent and cold behaviors and lecturing fast and discouraging the students from attending the course are the most important two factors in the disorder of the classroom.

It was seen in the study that a majority of the students are exposed to physical violence but the level of the psychological violence they are exposed to is way higher than the physical violence. In a study conducted by Dilekmen (2011), it was found out that the teachers display physical and passive aggressive behaviors.

According to student perceptions, the teachers use many communication barriers in the teaching and learning process and they display behaviors related to some characteristics which cannot suit teaching. It was determined in a study by Gençtanırım, Torunoglu, and Koroglu (2014) that 87% of the students complain that the teachers cannot positively communicate in the dimension of classroom management. According to Dilekmen (2011), constant temper is among the misbehaviors of the teachers observed in the classroom. This negatively affects the teaching and learning process and personal development of the students. Because the studies showed that the approving, optimistic, helpful and consistent teachers are preferred models for the students (Mathieson & Price, 2002). Without being excessive, a reasonable dominance and cooperation provide an ideal teacher-student relationship (Marzano et al., 2003).

According to the students, one of the most important problems in the schools is that teaching the courses in a boring way and accepting the students as passive receivers. As the courses are conducted with classical methods through which the authority of the teacher is fed, the courses become boring. The assigned homework is nonfunctional, even it has become damaging to learning by drifting away from its main purpose. In a study conducted by Kearney et al. (1991), the fact that the courses are so boring was determined to be the most expressed misbehavior of the teachers by the students. Gençtanırım et al. (2014) determined in their study that 52% of the students expressed that the teachers do not use an effective method while lecturing. According to Gurbetoğlu and Tomakin (2011), “making the course amusing for the students”, “making an effort to keep the students’ attention alive”, “encouraging the students to participate in the course” are the most loved behaviors of the teachers according to the perceptions of the students. On the contrary, the teacher behaviors such as “discouraging not to participate in the course”, “not helping the students with their problems” and “acting in a manner that the students hesitate to ask questions” are the clear behaviors of the teachers that the students do not like.

In this study, according to the perceptions of the students, we got an impression that the teachers do not have a worry of whether the students have understood the subject or not. Even recognizing that the desired learning outputs have not reached, the teachers do not do any efforts to make the subject understandable. In the study conducted by Senemoğlu (1987) to observe to what extent 41 instructors display interclass teacher behaviors, it was determined that 44% of the instructors do not display the behavior “determining to what extent the students gained the behavior”. This result which supports the expressed evidence means that what the students have learnt in the courses is not followed and the students are not asked for feedback and they are not corrected in their mistakes. The courses in which evaluation and correction when necessary are not made can cause ominous result in terms of student acquisitions. Because what matters is what and how the students understand apart from the things the teachers want to teach. Supposing that a student about whom we don’t know what s/he understands has learnt the subject can lead us to mistakes.

According to the evidence of the study, the teachers cannot estimate how to act about disciplinary situations and even if they do, they cannot find the strength in themselves to implement this in a consistent and stable way. Dilekmen (2011) found that the teachers have several negative behaviors related to classroom management and teaching.

The teachers choose the path to develop external control instead of developing internal control which requires patient, consistent and reassuring teacher behavior and they choose to threaten and scare the students by emphasizing the difficulty of the courses, reporting to the parents and with grades to motivate them to study.

The findings of this study show similarities and differences with the findings of the study which was conducted by Kearney et al. (1991) among the university students and determined 27 different misbehaviors of the teachers. For example, the “boring classes” category is the mostly encountered misbehavior of the teachers in both studies. Some of the common behavior and behavior categories encountered in both studies are verbal harassment, improper voice level, negative personality, bias, discrimination and suppress. The misbehaviors of the teachers determined in the study conducted by Kearney et al. (1991) such as being late, deviating from the curriculum, sexual harassment, bad grammar and writing, strange accent have not encountered in this study. This difference is considered to originate because of the cultural differences of the two societies. Broeckelman-Post et al. (2015) determined a negative relation between the misbehaviors of the teachers and student interest and participation. Q. Zhang, J. Zhang and Castelluccio (2011) determined in their study conducted in China and USA that the misbehaviors of the teachers are an important predictor of resistance of the students. Goodboy and Bolkan (2009) found that there are direct relations between the misbehaviors of the teachers and the students’ resistance strategies, motivations and communication satisfaction.

5. Conclusion

The results are summed up in two different themes related to teacher-student relationships and teaching-learning process. In teacher-student relationship theme, it can be stated based on the findings of the study that the students complain the most about the teacher behaviors which cause a perception of injustice. The teachers behave more positively and favorably towards the students who make their work easy and make them feel better. This situation makes the other students to feel themselves insignificant. Besides, as the teachers only focus on transferring the subject to the student no matter what happens, they tend to lecturing the subjects and they can react in a way which includes physical and psychological violence to the student behaviors which they consider to restrain this process. It was determined that the students get annoyed of several teacher behaviors which can be said to originate from the characteristics of the teachers and prevent the communication.

The misbehaviors of the teachers related to teaching-learning process has been secondly mentioned in the study. The misbehaviors of the teachers which emphasizes the boredom of the classes show that traditional training methods in which the teachers is more active are still in use, and the contemporary training methods in which the students are more active have not been adopted completely. In this theme, the misbehaviors of the teachers such as constant lecturing and constant dictating draw attention. In addition, there are several misbehaviors of the teachers in the classroom management and evaluation process of the course. It can be said that the teachers have adopted a disciplinary approach which does not allow the students to gain self-control, instead they adopted a disciplinary approach which is either excessive or loose, the teachers do not care about the assessment of the course and correction processes, they assume that all the students understand the subject when they lecture the subject by using any methods.

6. Implications

The students should be informed about the behaviors which can be considered within psychological violence.

The students who are exposed to psychological and physical violence by his/her friends or teachers should be taught about the coping skills with these behaviors.

The teachers and pre-service teachers should be informed about the communication barriers and the effects of psychological violence on the students and teaching-learning process.

The reasons why the teachers use communication barriers and psychological violence and in which situations they apply these should be investigated.

In faculty of education, student-centered lectures and developing the skills to use constructivist approach should be given a special importance.

The teachers and pre-service teachers should be informed about the importance and functions of evaluation and correction of the courses, drawing attention and assigning homework.

The teachers should be encouraged to act in a manner which develops self-control in the students, not the external control.

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Note

This paper was presented in 10th national congress of educational administration in Gaziantep with the title “Teacher Behavior Unwanted According to Student’s Perceptions”.

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