Full Length Research Paper

Teacher behaviours observed by teacher candidates throughout their primary and secondary school years

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The aim of this study is to determine the positive/negative teacher behaviours which teacher candidates observed during their primary and secondary school years and the effects of these behaviours on themselves. The research was conducted in the spring term of 2012-2013 academic year with 88 teacher candidates (52 females and 36 males), studying in Gazi University. In the study, qualitative research method was used. When obtained findings were analysed, positive teacher behaviours, which teacher candidates remembered, fell into the categories of providing with motivation and self-confidence, tolerance, patience, listening and caring, reinforcing, egalitarian attitudes, positive warning, encouraging, mediation and problem solving. So as to negative teacher behaviours, they fell into the categories of physical punishment, insulting and humiliating, scolding, blaming, discriminatory and indifferent attitudes, negative warning and authoritative attitudes. In addition, in the study, it was found out that teacher candidates were influenced by positive/negative teacher behaviours, which they observed, in different ways.

Key words: Teacher behaviour, teacher candidates, primary education, secondary education.

INTRODUCTION

Today, students, attending primary and secondary schools spend most of their time at schools. School is an essential education institution in individuals' lives and their socialisation processes. In this respect, communication of school administrators, teachers and other school staff with students and their attitudes towards them are of quite importance. Especially in this process, responsibilities of teachers who personally interact with students at school and in the classrooms, in a position of role models, become even more important. Emotional and social relationships between teachers and students are the determining factor on the achievement of

teaching activities (Yılmaz and Tosun 2013). A teacher's personality, professional competences, values, perspectives on life and attitudes towards students may influence students in different ways with regard to students' academic achievements, getting prepared for life, building up positive/negative behaviours and attitudes and developing personally and socially.

Some of the competences, which teachers must have, are content knowledge, professional teaching knowledge and general knowledge. However teachers' affective responses, especially their attitudes towards their profession matter as well as these competences (Semerci and

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Semerci, 2004). The impact of teachers' geniality and leading personality is important to communicate with students and lead them through guiding. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person (Mehdipour and Balaramulu 2013). Teachers who like their profession and beloved by students may have an effect on students in many aspects (Gurbetoğlu and Tomakin, 2011).

Teachers are evaluated in terms of their positive/negative attitudes and behaviours towards students as well as the effectiveness of their teaching. Relationships between a teacher and his/her students in the classroom form the basis for learning and education. In case these relationships based upon words and actions are good, a positive learning atmosphere is created in the classroom; otherwise the learning atmosphere is destroyed gradually and educational objectives cannot be achieved (Kılıç et al., 2004).

Teachers have some duties, which have to be fulfilled at the professional level, such as establishing a healthy and effective communication with students in their classrooms, building up and managing ideal learning environments, enabling students to learn and executing assessment and evaluation activities. If teachers carry out these duties, which have to be fulfilled, together with the values such as affection, respect, tolerance and fairness, they will have collaborated to develop students' positive feelings. If teachers are able to increase the affection of their students for them, positive instructional outcomes are likely to occur (Banfield et al., 2006). But if teachers attempt to maintain their tasks with an authoritative and repressive attitude, this may lead to the emergence of some unintended consequences for students such as anxiety, hesitation, reluctance to learn, developing negative feelings against the teacher. Students have the intention of expressing teachers' negative behaviours towards themselves as "violence". According to the study carried out by the Ministry of National Education in Turkey (2008) with the purpose of determining primary and secondary school students' perceptions of the notion "violence" and the factors, which lead them to violence, it was observed that students perceive violence as being exposed to unkind treatments and asperity. Students perceive squabble, interruption, sniping, mocking, being angry and teachers' similar behaviours as violence to a lesser extent (MEB, EARGED 2008).

In literature, there are studies related to teacher behaviours in classroom environment such as undesired teacher behaviours (Banfield et al., 2006), the influence of teachers' profiles on student motivation (Güzel et al., 2010), effective teacher behaviours (Şahin, 2011), popular and unpopular teacher behaviours (Gurbetlioğlu and Tomakin, 2011), bad teacher and good teacher

(Suplicz, 2009). In this study, positive/negative teacher behaviours and the effects of these behaviours on students were dwelled on.

Purpose of the study

The aim of the study is to determine positive/negative teacher behaviours which teacher candidates observed throughout their primary and secondary school years and the effects of these behaviours on themselves.

METHODOLOGY

In this section of the study, research design, working group, data collection and data analysis are discussed.

Research design

This research is designed within the frame of qualitative research. The qualitative research method can be defined as a strategy which specifies the approach of the research and leads the various stages of it to be consistent with the frame of this approach (Yıldırım and Şimşek, 2008). The most explicit feature of qualitative research is enabling a deep analysis on events, cases, norms and values from the point of people who participate in the research. Elaborating jargons, concepts, and notions that participants use, understanding them and trying to find out what these mean to the people in the research is a critical working strategy (Ekiz, 2004). In the study, historical research method was utilized as one of the qualitative research methods. Historical research seeks an answer to the question "what happened in the past" regarding the focused problem through reading the documents of the inquired time span or interviews with people, who experienced the past events (Büyüköztürk et al., 2008). In the study, biographic research design was utilized within the scope of historical research. Biographic research is a method including the scrutinising of individuals' experiences and their personal and subjective perceptions based on their life stories (Erol et al., 2010). Researching Life Stories reflects critically and pragmatically upon the use of life stories in social and educational research (Lawthom et al., 2004). In this study, in order to depict the positive and negative teacher behaviours which teacher candidates experienced and observed during their primary and secondary school years and the effects of these behaviours on themselves, stories covering the events, which teacher candidates lived in the past were utilized.

Study group

The study was conducted in the spring term of 2012-2013 academic year with totally 88 volunteer teacher candidates (TC1, TC2, TC3 …….TC88) who study in Gazi University Gazi Education Faculty. The working group consists of 3rd and 4th graders and 52 (59.09%) female and 36 (40.90%) male.

Data collection

In the study, document analysis technique, as one of the data

collection methods of the qualitative research was utilized. Document analysis consists of the analysis of written materials, including information about targeted fact or facts to research (Yıldırım and Şimşek, 2008).

In this study, teacher candidates were asked to write about positive and negative teacher behaviours, which they experienced in the classroom environments during their primary and secondary school years and the effects of these behaviours for themselves. Teacher candidates were asked to write about their experiences in detail depending on their own wills. They were ensured that written documents would be kept in strict confidence and the names of the institutions and persons wouldn't be shared with third parties. In the study, documents provided by teacher candidates and collected by the researcher were used as data source.

With the purpose of collecting qualitative data in the study, an interview form, consisting of two open-ended questions was prepared for teacher candidates and getting expert opinions ensured the content validity of the form. The purpose of using open-ended questions in the research is to enable teacher candidates to answer the questions more flexibly. Teacher candidates were asked to give written answers to the questions in the form. Answering process of teacher candidates, who participate in the research, lasted 25-30 minutes on average. The questions in the form which were addressed to teacher candidates are as follows:

1.   Write two examples of positive/negative teacher behaviours, which you remember that you experienced throughout your primary and secondary school years.
2.   Write positive/negative effects of these behaviours on you.

Data analysis

In this study, content analysis as one of the qualitative data analysis methods was used. Content analysis can be defined as a renewable and systematic technique which enables some words of a text to be summed up by more content categories with codifications based on certain rules (Büyüköztürk et al. 2012). The principal process in content analysis is to bring together the data, similar to each other within the scope of certain concepts and themes and interpret the data by organizing it in a way to enable readers to understand (Yıldırım and Şimşek, 2008). In this study, case studies obtained from teacher candidates in writing were analysed by considering the stages followed in the course of content analysis. First, coding process was conducted based on the concepts obtained from the qualitative data. Similar concepts were categorised by being gathered and obtained data was analysed under these categories. Besides, in order to provide the reliability of the study, evaluations of two subject matter experts were taken into consideration. Seeing that there was a similarity between the evaluations of the subject matter experts and the researcher, it aimed to ensure the reliability of the research by reducing the margin of error stemming from the researcher.

FINDINGS

Findings obtained as a result of analysis and evaluation of teacher candidates' answers to the questions asked in the research.

Teacher Candidates' Views on Positive Teacher Behaviours Which They Observed Throughout Their Primary and Secondary School Years and the Effects of These Behaviours

After analysing teacher candidates' answers related to positive teacher behaviours, which they observed throughout their primary and secondary school years, seen that positive teacher behaviours fall into the categories as follows.

Providing with motivation and self-confidence: This category includes teacher behaviours such as helping students study and make use of their spare time, enabling them to think that they can "achieve" "do" something, giving attention to introverted and self-contained students, making students feel that they are trusted, enabling students to know where and how to start to survive the hardship, allocating responsibilities, appealing to students' interests and talents.

Tolerance, patience, listening and caring: This category includes teacher behaviours such as giving importance to students' opinions, going over the topics which students have difficulty in understanding, listening to students' problems in a friendly manner and producing solutions, not dwelling on students' misbehaviours so much, communicating with students considering their age characteristics.

Reinforcement: This category includes teacher behaviours such as giving feedback to positive and proper behaviours by saying well done, smiling, giving points, trying to eliminate disturbing situations in the classroom and being a role model with his/her words and actions.

Egalitarian attitude: This category includes teacher behaviours such as not discriminating students as successful-unsuccessful or good-bad, considering individual differences, giving importance to group works and cooperation, applying rules equally to each student, recognise everyone equally and enabling each student to participate in the decisions.

Positive warning: This category includes teacher behaviours such as silently warning a student who displays an undesired behaviour by going up to him/her, enabling a distracted student to be involved in the lesson with good and positive words and naming students.

Encouragement: This category includes teacher behaviours such as assisting students to overcome their fears of the course, inspiring students to think that if they work hard they can overcome obstacles easily and encouraging them not to be afraid of sharing proper and nice works with others.

Mediation and problem solving: This category includes teacher behaviours such as being neutral, correcting conflicts between individuals or groups in the classroom, supporting the parties of the conflict to solve problems on

their own, helping students develop self-discipline and critical thinking skills and enabling them to make decisions regarding themselves.

Observed that what teacher candidates were influenced related to positive teacher behaviours are capability of succeeding in case of being motivated, being extrovert, having recognised skills, knowing how to overcome obstacles in life, realising mistakes and learning from them, making future plans, instead of thinking about problems in life and being pessimistic, thinking about the good sides of happenings and trying to be happy, knowing that materiality isn't always effective in life, staying away from bad habits, using things with care, cooperating with others and getting along well with friends.

Some Examples of Teacher Candidates' Statements Related to Positive Teacher Behaviours and the Effects of These Behaviours

TC6: "I used to have difficulty in mathematics in high school. Our maths teacher used to call me to the chalkboard and ask questions continuously. At recess or in the classroom, everywhere he saw me. One day, he called me and said, " ……… these are my most special books and I want you to keep them. From now on, if you study the subjects and examples in these books before you come to lessons, I will be very happy". At first I wasn't happy with my teacher's falling all over me, but later on I enjoyed that. I started working hard to win my teacher's favour. It was certain that he was expecting something from me and I would have never disappointed him. It happened so…"
The same teacher candidate **(TC6)** indicated the positive effect of teachers' motivating behaviours as follows: *I reached the opinion "I can do everything if I work" instead of the opinion " I can't do this" and my grades went up.*

TC22: *"When I was in 7th grade, in the first lesson, my music teacher had sung a folk song after the meeting stage. I guess, I wasn't aware of folk songs until that moment. The next lesson, he told us he would build a chorus with volunteers. My best friends were volunteers who sang short folk songs and they were selected for the chorus. I couldn't dare to sing a song at that moment because I was an introvert. When the lesson was over, as soon as the teacher went out of the classroom, I ran after him and asked, "If I sing the song now, will you accept me to the chorus?" After listening to my short refrain, he said, "Well done, your voice is very beautiful." and until my graduation, I participated in all special ceremonies of our school as a soloist."*
The same teacher candidate **(TC22)** indicated the positive effect of teachers' listening and caring beha-

viours as follows: *"This occasion is the most important factor which provided me to be an extroverted individual who is capable of participating in all activities."*

TC45: *"My English teacher supported me a lot, she has a quite different place in my life. She cleared my fear of failing in English, showed me that English classes weren't actually difficult and proved me that English isn't a lesson to be concerned about by making the learning process enjoyable. I was under the impression that I wouldn't be able to succeed in English classes because I didn't have a good foundation. Thanks to my English teacher, I believed that I would be successful through overcoming all the obstacles. My teacher availed me by enabling me to regain my self-confidence, convincing me that I would overcome all the obstacles and teaching me that I should always think positive, with her words related to the importance of motivation.*
The same teacher candidate (TC45) indicated the positive effect of teachers' behaviours related to making efforts to develop students' self-confidence as follows: *Since then, I have started being successful by thinking about the good sides of happenings instead of thinking about the problems in life and being worried, pessimistic and unsuccessful.*

Teacher Candidates' Views on Negative Teacher Behaviours Which They Observed Throughout Their Primary and Secondary School Years and the Effects of These Behaviours

After analysing teacher candidates' answers related to negative teacher behaviours, which they observed throughout their primary and secondary school years, seen that negative teacher behaviours fell into the categories as follows.
Physical punishment: This category includes teacher behaviours such as slapping in the face, kicking, asking students to beat each other, hitting students' heads on the board, throwing pieces of chalk or erasers at students, pull students' ears and squeezing students' noses.
Insulting and humiliating: This category includes teacher behaviours such as saying students' faults to their faces, uttering harsh and mocking words, embarrassing students because of their appearances or failing in classes.
Scolding and blaming: This category includes teacher behaviours such as saying some words to students like "stop talking", "you couldn't learn how to shut up", "I'll kick you out of the classroom", "you are such a hopeless case" and disapproving students' exam marks.
Discriminatory and indifferent attitude: This category includes teacher behaviours such as labelling students as hardworking and lazy, continually praising some of the

students, smiling at some of the students while glaring at the others, speaking of some students' achievements on and on, teaching lessons with hardworking students, recognizing only successful students and supporting them.

Negative warning and authoritative attitude: This category includes teacher behaviours such as mentioning how difficult the subject is at the beginning of the lesson, saying that it would be difficult to solve the problems or the subject wouldn't be understood in case of not listening carefully, being angry when homework hasn't been done, not asking why homework hasn't been done, giving punishment frequently and asking for obedience all the time.

Observed that what teacher candidates were influenced related to negative teacher behaviours are indifference to lessons, alienation from lessons, reluctance to go to school, anxiety, scepticism, temper, tendency to violence, having a desire to disturb the peace in the classroom, getting accustomed to insults, decrease in academic success and being introvert and quiet.

Some Examples of Teacher Candidates' Statements Related to Negative Teacher Behaviours and the Effects of These Behaviours

TC35: *"We had a music teacher in junior high school. In one of our lessons, our teacher suddenly stood up and started to exclaim, "moo". At the same time, he crouched down; he was trying to perform his imitation very realistically. One of the students asked, " sir, why are you doing this?" and the teacher explained, "I imitate your glances during my teaching". All the students had a sudden paroxysm of laughter and naturally so did I. The teacher pointed at me among the laughing students and shouted at me, "you, come here quickly!" And I went to him; no sooner had I said, "yes sir", than I felt the slap in my face. All the students were looking at me as the teacher kept slapping me. I couldn't get over that situation at all. I was embarrassed and I didn't want to look my friends in the face for a while."*

The same teacher candidate (TC35) indicated the negative effect of teachers' behaviours related to physical punishments and humiliations as follows: "I was good at my lessons, my friends used to like me, but my experience of that day alienated me from my school, lessons and even my friends. *As a result, I got lower marks in my exams. Most of all, my fear of taking the floor during the class, which I still experience, has been left from that day.*

TC65:*"I was in 7th grade. As usual, in verbal lessons, I was a silent and calm student who never used to*

comment or participate in the classroom activities, but listen. On the other hand, the results that I got in written exams were much better than my performance in the classroom. Although I could answer the questions in written exams, in case a teacher asked me a question while teaching a lesson, I used to become tongue-tied and wasn't able to give an answer to the question. I generally knew the answer, but failed at expressing myself. My history teacher didn't want to understand my situation. He didn't believe me and thus, he used to belittle and scold me. Even after holding a written exam, he didn't believe that I could get that good mark in the examination. He asked me a sudden question again. I was shocked again and failed to give an answer to the question. He scolded me very angrily and told me that I was cheating during the exam. I was shaking from fear and giving the answer to the question in a low voice. My friends heard me and told our teacher that I knew the answer of the question, but this time, he scolded my friends and me again. I felt degraded a lot on that day. I was accused unjustly."*

The same teacher candidate (TC65) indicated the negative effect of teachers' blaming words as follows: *"Over the years, whenever I see a history book, I remember that day and feel so sad. My in-class performance decreased in other classes too for a long time after this sad experience."*

TC28: *"I was in 8th grade in junior high school. We would celebrate our form teacher's Teachers' Day on 24th November together with my eight friends. On that day, we learnt where our form teacher was and went to her. We caught up with her before she got out of the classroom. All of us shook hands with her and celebrated her Teachers' Day, but she wasn't interested in us. She had her eyes on the door as if she was waiting for someone else. Then, a girl from our class came into the classroom. Our teacher left us, went to her and said, "I have been waiting for you for a long time, where have you been". From that moment on, our teacher started talking to her. She pretended as if we weren't there. Her behaviour made us perplexed. Some of us were angry and left the room. Our teacher's behaviour made me upset. From that day on, I started thinking that we didn't carry so much weight with our teacher. Only that girl was important for our form teacher. When she smiled at me, she was no longer believable to me."*

The same teacher candidate (TC28) indicated the negative effect of teachers' discriminatory attitudes as follows: *"Years passed and now, I am a teacher candidate, too. I still haven't forgotten my teacher's discriminatory attitude. Actually, my teacher had set me a good example with that behaviour. By experiencing that, I learnt that teachers shouldn't discriminate between their students."*

DISCUSSION

In this section, findings procured related to teacher candidates' views on positive/negative teacher behaviours, which they observed throughout their primary and secondary school years and their effects, are discussed.

Discussion on positive teacher behaviours and the effects of these behaviours

When participating teacher candidates' views on positive teacher behaviours were analysed, observed that one of the categories of positive teacher behaviours is "motivating students and providing them with self-confidence". Motivation is a concept related to students' willingness to use their skills, make an effort and spend time on the tasks which they are expected to perform. Students' motivations depend on (a) their expectations for success (b) their assessments related to benefits provided by success and (c) to what extent, learning environments meet their physical, emotional and social needs (Ergün, 2014). It is especially important for primary and secondary school students to be motivated by their teachers in terms of developing positive behaviours. The most important duty expected from teachers is to enable students to develop positive behaviours by motivating them (Emir and Kanlı, 2009). A student's motivation for a lesson with the help of his/her teacher may also have a positive effect on his/her attitude towards that lesson. According to the findings of the research done by Uçgun (2013); found out that there is a moderate, positive and significant relationship between the teachers' level of motivating their students and students' attitudes towards Turkish classes. Yet, teachers may fail to motivate students and enable them to participate in the classroom activities from time to time even though they want it thoroughly. According to the findings of a research conducted by Uçar (2010) with RCMK (Religion Culture and Moral Knowledge) teachers (n=70) and 6th and 7th graders (n=613), majority of Religion Culture and Moral Knowledge Teachers cannot succeed to keep the students' interests alive, ensure the continuity of motivation and the full participation of the students to the extent that they will. According to the students, the motivation applications of Religion Culture and Moral Knowledge Teachers are at the middle level. Being motivated by their teachers will also facilitate students to grow as self-confident individuals. The dimension of self-confidence refers to the extent of students considering themselves talented and valuable (Deniz et al., 2006). Self-confident students realize what they can do and achieve by knowing and believing in themselves. In this study, it is determined that being motivated by their teachers enables students to develop self-confidence and

contributes to them to be disposed to succeed.

In this study, another category title, which positive teacher behaviours fall into, is "tolerance, patience, listening and caring". Tolerance is a functional communication process created with unconditional affection, respect, trust and caring in order to understand and accept all kinds of emotions, opinions and behaviours of people which we find close or aloof to ourselves (Büyükkaragöz and Kesici, 1996). Tolerance is opposite to prejudice in many respects (Kouchok, 2008). Since especially primary and secondary education years are an important period of time to adopt tolerance as a value, teachers' tolerant, patient and understanding behaviours will affect students in a positive way. In order to spend a happy life together, people should show tolerance towards each other's differences and mistakes and understand each other (Çalışkan and Sağlam, 2012). Getting more efficiency in a classroom environment where tolerance is settled is most likely to happen.

Other categories, which teacher candidates' observations of positive teacher behaviours during their primary and secondary school years fall into, are "reinforcement", "egalitarian attitude", "positive warning" and "encouragement". Each behaviour, which is related to these categories, is a teacher behaviour that can affect students in a positive way. For example, (in case of a teacher) to use reinforces such as giving feedback to a student's positive behaviours by saying well done, giving points and trying to eliminate situations which disturb students will contribute to students to understand and learn the subject. In this respect, teachers are required to use grade level appropriate reinforces when necessary to encourage especially shy and introverted students and enable them to participate in the class activities (Sönmez, 1993). In his research, which he analysed the relationships between the reinforces which teachers use immediately, students' motivations and their levels of learning, Chistophel (1990) found out that reinforces, which teachers use immediately. Have a positive impact on students' motivations and their levels of learning. According to research done by Mirzeoğlu et al. (2007), it can be said that there is a significant difference between the groups taught with and without reinforcing and feedback in terms of psychomotor domain.

In this study, another category title, which positive teacher behaviours fall into, is "mediation and problem solving". Smith and Sidwell define mediation as a helping process of third parties by using their conflict resolution and communication skills to correct conflicts experienced between two or more persons (Koruklu, 2006). Teachers can occasionally hold a mediatory position in case of conflicts between students in the classroom or in the school. In this study, teacher candidates indicated teacher behaviours like neutrality and conflict resolution between students or groups who cannot get along well

with each other as positive teacher behaviours.

Discussion on negative teacher behaviours and the effects of these behaviours

When participating teacher candidates' views on negative teacher behaviours were analysed; observed that one of the categories of negative teacher behaviours is "physical punishment". Physical punishment is a false step no matter who inflicts it; either by parents at home or teachers and other staff at school. Inflicting physical punishments on students in school environment stems from the teachers' inefficacy of classroom management and discipline. Yet there are quite a few alternative tools which teachers can utilise to discipline students and manage the classroom (Laurence and Yuan, 2010). Discipline is required to enable students to obey the school rules. But using physical punishment to discipline students may do more harm than good (Kilimci, 2009). Being exposed to physical violence by teachers causes students to exhibit false behaviours and use violence. It is very likely for the students who are subjected to or witness violence to develop symptoms of anxiety, lack of self-esteem, and excessive guilt and this situation effects their psychosocial and educational development indirectly (Bulut 2008). According to the findings of a research named "Physical Punishment Implementations in Secondary Education Institutions" done by Mahiroğlu and Buluç (2003) observed that physical punishment is not a fair punishment, does not correct undesired behaviours and causes new problems to emerge, leads students to develop negative attitudes towards school and classes and causes them to be hurt psychologically and physically.

In this study, it is determined that inflicting physical punishment on students causes them to be affected adversely (indifference to lessons, reluctance to go to school, being introvert and quiet etc.). In his study named perception of reward and punishment at secondary education institutions, Tetik (2013) states that as well as the positive effects of beating, humiliating, scolding and insulting for students is temporary and low, its negative effects are dominant and inflicting physical punishment is useless. Nevertheless, as seen in this study, observed that teachers occasionally inflict physical punishments on their students. According to one of the findings of the research done by Apaydın and Manolova (2015) teachers inflict psychological punishments on their students more. This result supports the finding of this study in this particular.

Other categories, which teacher candidates' observations of negative teacher behaviours during their primary and secondary school years fall into, are "insulting and humiliating", "scolding and blaming", "discriminatory and

indifferent attitude" and "negative warning and authoritative attitude". Each behaviour, which is related to these categories, is a teacher behaviour, which is dishonourable, humiliating and trivializing and that can affect students in a negative way. It is necessary to avoid verbal expressions that might be mocking, humiliating or insulting. Even if these kinds of words produce quick fixes, they can cause students to alienate from lessons and teachers and become introverts (Tetik, 2013). In this study, it is determined that humiliating words and indifferent and authoritative attitudes of teachers cause students to have negative feelings and thoughts (temper, tendency to violence, getting accustomed to insulting messages etc.).

Conclusion

In this study, which analyses positive/negative teacher behaviours which teacher candidates observed throughout their primary and secondary school years and the effects of these behaviours on themselves, it is seen that positive teacher behaviours fall into categories such as providing with motivation and self-confidence, tolerance, patience, listening and caring, reinforcing, egalitarian attitude, positive warning, encouraging, mediation and problem solving. In parallel with this situation it is found out that teacher candidates were influenced by their teachers' positive behaviours affirmatively. Observed that knowing that being successful is possible when motivated, realizing how to overcome difficulties and obstacles, realizing mistakes and learning from them, staying away from bad habits, using things with care, cooperating with others are among the topics which teacher candidates were influenced by their teachers affirmatively.

In this study, it is observed that the negative teacher behaviours indicated by teacher candidates fall into the categories of physical punishment, insulting and humiliating, scolding and blaming, discriminatory and indifferent attitude, negative warning and authoritative attitude. In the study, concluded that indifference to lessons, reluctance to go to school, anxiety, temper, tendency to violence, having a desire to disturb the peace in the classroom, being introvert and quiet are among the topics which teacher candidates were influenced by their teachers adversely.

RECOMMENDATIONS

Based on the findings obtained during the research, with the purpose of getting efficiency from teaching activities and enabling students to succeed, some recommendations related to teacher behaviours are as follows:

1. Teachers should pay attention to their behaviours so as to motivate students and provide them with self-confidence.

2. Teachers should include some activities in their teaching processes more such as using reinforces, adopting egalitarian attitudes among students and encouraging them.

3. Teachers should be aware that they affect students in a positive way by acting unbiased when they hold a mediatory position between students to correct conflicts between them.

4. Teachers should avoid physical or similar punishments since they are role models to students.

5. Teachers should realize how they can manage the classroom and discipline their students, how they can communicate with them, how they can prepare them for lessons and life, how they can assist them to have self-confidence and do useful things and which teacher behaviours affect them in a positive or negative way.

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