

TEENAGERS' PERCEPTIONS OF TEACHER ATTITUDES
AND THE INFLUENCE OF TEACHER ATTITUDES
ON STUDENTS' LIVES IN STATE SCHOOLS



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Teenagers' Perceptions of Teacher Attitudes and the Influence of Teacher

Attitudes on Students' lives in Turkey in State Schools

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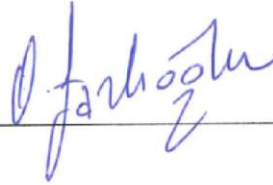


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DECLARATION OF ORIGINALITY

I, RENETA SİBEL YOLAK, certify that

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ABSTRACT

Teenagers' Perceptions of Teacher Attitudes and the Influence of Teacher Attitudes on Students' Lives in State Schools

The aim of this qualitative study was to investigate the perceptions of teacher attitudes and the influence of teacher attitudes on high school students' lives in state schools in Turkey. This study was conducted in Beykoz via semi-structured interviews of 36 high school students from five Anatolian schools who had low socioeconomic status. Constant comparative method was used for data analysis. The findings of the study exposed that, the attitudes of the teachers changed the students' lives in different ways. A positive relationship (compassionate, tolerant, patient and optimistic teacher attitudes) has impact on teenagers' lives such as increasing their self-efficacy and self-confidence, causing the students to love the lessons in such a way to encourage them to go on with further studies, and increasing their academic success. Receiving a positive attitude from a teacher can also help students to socialize, develop their personalities, recognize and improve their abilities, potentials, and personal qualities. In contrast, students expressed that irresponsible, selfish, loveless, insulting, biased, unjust teacher attitudes led to psychological problems of students, low academic success, low self-efficacy, and low self-confidence. By examining and analyzing student perceptions, judgments, decisions, and recommendations can be made for future improvements on teacher and counselor training.

ÖZET

Ergenlerin Öğretmen Davranışı Algısı ve Öğretmen Davranışlarının Öğrencilerin Hayatları Üzerindeki Etkisi

Bu nitel çalışmanın amacı ergenlerin öğretmen davranışı algısı ve öğretmen tutumlarının öğrencilerin hayatları üzerindeki etkisini araştırmaktır. Bu çalışma, Beykoz'da yapılan yarı-yapılandırılmış görüşmeler yoluyla, düşük sosyoekonomik düzeye sahip beş Anadolu lisesinde okuyan 36 lise öğrencisiyle yapılmıştır. Veri analizi için, sabit karşılaştırmalı yöntem kullanılmıştır. Bu çalışmanın bulguları öğretmenlerin tutumlarının öğrencilerin hayatını farklı şekillerde değiştirdiğini göstermiştir. Öğretmenlerin olumlu (şefkatli, hoşgörülü, sabırlı ve iyimser) tutumlarının dersleri sevdiren motivasyonlarını artırarak öğrencilerin eğitimlerine devam etme isteğini teşvik ettiği, akademik başarılarını artırdığı ve onların özyeterlik ve özgüvenlerinin artmasını sağladığına dair sonuçlar elde edilmiştir. Ayrıca, olumlu öğretmen tutumlarının öğrencilerin sosyalleşmelerini sağladığı, kişiliklerini geliştirip öğrencilerin becerilerini, potansiyelini ve kişisel ilgi alanlarını tanımaya yardımcı olduğu dile getirilmiştir. Öte yandan sorumsuz, ilgisiz, bencil, sevgisiz, hakaret eden, önyargılı ve adaletsiz öğretmen tutumlarının öğrencilerin psikolojik sorunları olmasına sebebiyet verebildiği, düşük akademik başarı, düşük öz-yeterlik ve düşük özgüven yaratabileceği sonuçlarına ulaşılmıştır. Öğrenci algılarının incelenmesi ve analiziyle, öğretmen ve psikolojik danışman eğitiminde gelecekte gerçekleştirilebilecek iyileştirmeler için yargılar, kararlar ve öneriler oluşturulabilir.

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DEDICATION

To my precious sister and mother, who have constantly encouraged and inspired me, I love you. You have been always been by my side when I needed you. You have always given me motivation. I am forever grateful to you.



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CHAPTER 1

INTRODUCTION

One of the greatest things you have in your life is that no one has the authority to tell you what you want to be. You are the one who will decide what you want to be. Respect yourself and respect integrity of others as well. The greatest thing you have is your self-image, a positive opinion of yourself. You must never let anyone take it from you.

J. Escalante, the Mathematics Teacher.

From the film “Stand and Deliver”, Episode two

1.1 Introduction

The dialogue of the mathematics teacher with his students in the film “Stand and Deliver” has always affected me. Escalante was a compassionate math teacher in a high school in eastern Los Angeles. He tried to change the school culture in order to help the students who were struggling with the low expectations they faced in society by discovering their potential. He offered them summer classes in advanced mathematics, enabling them to pass the Advanced Placement Calculus exams. The students were then accused of cheating by the Educational Testing Service but Escalante defended his students by pointing out that the accusation was based on racial and economic perceptions. He insisted the students be allowed to retake the test again months later which resulted in the success of the students. This film was based on the true story of a high school teacher who succeeded where other teachers had failed to inspire his students by increasing their self-respect and changing their expectations. One of his former students, Erika T. Camacho who became a math professor in Arizona University and who, prior to the college entrance exam, had a career goal to be a cashier, illustrates the positive impact of Escalante on her and also

the impact on many of his students and generations. I wanted to investigate whether students in Turkey are experiencing similar positive dialogues during the period in which teenage students are struggling to develop their personalities and identities in high school, or just the opposite, that is, whether the students' potential of future expectations are being shaped negatively.

In my personal life, teachers have had many positive and negative influences on my decisions about my future. During the many years that I have been teaching and learning, I have had many teachers who have widened my horizon and given me motivation to achieve. I was a lucky student because their influence and resulting positive motivation lasted for many years. For example, when I was six, I really wanted to draw and paint well, but I had no talent in that area. My mother used to do my paintings and drawings for me. Everyone in my family had talent to draw except me. My art teacher encouraged me by giving only positive feedback, so I started to do drawings by myself. After increasing my motivation, I started to have exhibitions of my own, oil on canvas, and I participated in many personal and mixed exhibitions and competitions.

In the same way, two different teachers of the same subject can affect you differently. One can change your life in a positive way and the other in a negative way. Thus, I believe that after family, teachers are the most important people in one's life. In my life I have also witnessed teachers that ruin students' lives. Sometimes a student who loves a subject can end up hating it because of the teacher. The way a teacher treats a student, helps or hinders a student shapes the student's personality and future relationships.

The literature review also supports the critical role that teacher attitudes have on students. For instance, research in Poland also revealed the importance of teacher support in the lives of teenagers (Bojanowska & Zalewska, 2011). Another study in classrooms that focused on teacher effects on student test scores, concluded that student achievement under random assignment was significantly related to teacher impact (Kane, Rockoff, & Staiger, 2008). Another research which stressed the importance of teacher-student relationships was done in Israel (Lavy, 2011) on the aspects that makes an effective teacher and measured the relationship between classroom teaching practices and student achievements.

1.2 Purpose of the study

The purpose of this study is to examine the perceptions of high school students about their teachers' attitudes in the state schools of Beykoz district and also student perceptions on the impact of teacher attitudes on students' lives. Furthermore, by means of the research results, I intend to identify the areas and methodological research needed to improve the quality of teaching and teacher training programs.

1.3 Significance of the study

Teachers have a great role and impact on students, on their ideas, personalities, goals and future decisions. By examining and analyzing student perceptions, judgments and decisions, recommendations can be made for future improvements. I think my qualitative research will help to explore teacher-student relationships and their impact on students. It will help in understanding teenagers and how they perceive

“teachers”. At the same time, it will open a door to better prepare teachers to be more effective to educate teachers. In the literature, there has been much research conducted on the topic of teachers which investigates the perceptions of teachers, parents and other age groups like elementary, middle and university students. There is a gap, however, in the area of investigating perceptions of high school students. Moreover, there have been no studies focusing on getting the perceptions of Turkish high school students regarding the new curriculum system. Therefore, I think my study on Turkish high school students will be an important one because student voices have not been heard as of yet.

I hope that my research will also be useful in understanding the perspectives of high school students and in helping them to form healthy relationships with their teachers. Forming positive relationships with teachers might lead them to understand people and have better relationships with others, such as parents and family. Thus, if the teachers are trained using the information produced here, it could help to create better teacher-student relationships. By offering the teacher candidates more courses on psychological development and by giving them information in the areas in which they lack knowledge, future teachers may educate new generations better by educational innovations. Furthermore, my research will contribute to the personal development of teachers, improving their conditions in the areas of psycho-cultural issues with more individual time for teachers themselves. In addition, in-service training will reduce teacher biases and prejudices and create better educational environments.

1.4 Research questions

What are the perceptions of teenagers about teacher attitudes in Beykoz state schools?

What is the impact of teachers on students' lives in Beykoz state schools?



CHAPTER 2

LITERATURE REVIEW

The literature review section will be oriented into three categories: perceptions of teacher attitudes in various educational environments, effective teacher characteristics and effective teachers, and teacher–student relationships.

2.1 Perceptions of teacher attitudes in educational environments

Teacher attitudes have been studied in various educational levels. In the following section, university, middle school and elementary school environments will be reviewed.

2.1.1 The perceptions of teacher attitudes in the university environment

Perceptions of attitudes in university environments in the literature dwell on the perceptions of university students, pre-service teachers, and the perceptions of university instructors. It is important to get students' views in education as they have different needs and expectations. Many studies were shaped by asking questions to students. In one study on students' perceptions of effective teaching in higher education, responses to course evaluation questionnaires related to the students' assessment of instruction in higher education were analyzed in order to find the strengths and weaknesses of instructors (Delaney, Johnson, Johnson, & Treslan, 2010). In this qualitative study, descriptions and detailed accounts about student experiences were obtained. Some of the following adjectives were used to describe instructors: fair, understanding, patient, compassionate, sincere, diplomatic,

concerned, reasonable, consistent, empathetic, humble, trustworthy, realistic, practical, responsive, available, helpful, and efficient. The descriptions of students highlighted the positive interaction between professors and students, high comfort level of students to be able to ask questions, and sincere effort to help students reach their goals. Compassionate and understanding instructors were appreciated particularly by new students. Students expected that instructors would accept their own mistakes when instructors themselves made them. The feeling of trust made students more eager to learn. Two areas of effective teaching were mentioned: the instructor's knowledge of how to teach and what to teach in terms of flexibility. The results also revealed that students' perceptions of effective teaching changed through time. As the above characteristics improved, they affected the relationship between the teachers and the students positively (Delaney et al., 2010). In my research, I also studied the perceptions of students aiming to have a quality education. Using also a qualitative perspective, the study has similarities with my study in regards to getting descriptions of "perceived teacher", "ideal teacher", "current teacher" while asking for effective teacher characteristics.

Catano and Harvey (2011) examined student perception of teaching effectiveness, university students identified teaching effectiveness competencies including communication, availability, creativity, individual consideration, social awareness, feedback, professionalism, conscientiousness and problem-solving. There was a major criticism of student evaluations of teaching which argued that teaching process did not reflect student perspectives. The results showed that the Evaluation of Teaching Competencies Scale (ETCS) is highly reliable and correlates strongly with an instructor-related composite of the Students' Evaluation of Education, among other measures of teaching effectiveness. This study is similar to my research in the

method of getting student perceptions of teaching effectiveness, but differed in that they asked university students and used a scale.

In Turkey, there was a study in Erzurum to determine and evaluate pre-service physics teachers' attitudes and anxieties toward the profession (Kaya & Büyükkasap, 2005). Thirty-six pre-service physics teachers who were in their last year of the teacher education program were given profile questionnaires, an attitude scale toward the teaching profession, and an anxiety questionnaire and were interviewed. A case study method was used in the study and findings revealed that 83% of pre-service teachers had worries about finding a job after graduation. The most important findings showed that two fifths of the pre-service teachers had not selected their programs because of their interest and love for physics or teaching.

An exploratory study (Aksu et al., 2010) tried to find the answer to the question "Who Are The Future Teachers in Turkey?" by examining the characteristics of newly enrolled student teachers and suggesting possible implications for teacher education in the Turkish context. It also analyzed the student teachers' beliefs related to background characteristics, socio-cultural values and pedagogical beliefs that they carry with them as they enter the faculties of education. A three-section questionnaire developed by the research team was used for the participants who were 18,226 first-year student teachers from 51 faculties of education. Findings gave evidence that participants coming from the families of lower-middle socioeconomic status living in urban areas, had no clear pedagogical beliefs yet. My research has some points in common with this study because my participants also came from families of lower-middle socio-economic status living in urban areas.

In another study, data collection was done by filling out the questionnaire in person and getting the perceptions of the university students of randomly selected 295 first and second grade university students from Education Faculties (Erdoğan, Şanlı, & Bekir, 2005). The results indicated that the students found the professional knowledge of the faculty members was inadequate and the communication of faculty members with students was insufficient and unsatisfactory. The findings revealed that they had adaptation problems in friendship and economic problems. This research corresponds to my study in three elements: obtaining data from students about their education, secondly in terms of appraising student-teacher relationships, and finally in terms of getting their views about the teaching profession and their teachers.

Some research in colleges and universities aim to understand the teacher's or professor's significance and influence affecting the university students in choosing their courses. There are also studies in colleges and universities conducted to investigate student-teacher relationships. One study in Kuwait examined how and why female students were frequently active in evaluating information about their professors (Algharabali, Shuqair, & Almubayei, 2014). Students through different mediums, such as an online student forums, pass or initiate rumors about university professors. The strength or validity of students' judgments over professors' teaching performances was researched in this study. This socio-cultural concept of subjective evaluation was employed in a Kuwaiti academic institution for girls with mostly female professors. According to the findings, the students gave more importance to course grades rather than knowledge or the learning experience resulting from attending college. Hence students tried to choose their preferred professor for a certain course in order to be assured of high grades. The information they gathered

about professors was data collected from both their peers and professors in terms of ‘bad teacher’ and ‘good teacher’. Results imply that these practices have significant influences and outcomes on both professors and students and their relationships. The current study is also a qualitative one; however accounts of individuals from both genders are analyzed.

2.1.2 The perceptions of high school students.

In a study done in Australia, teachers’ impact on students’ school experience was investigated by collecting data from students regarding their perceptions of teacher attitudes (Brown et al., 2008). A total of 240 students from government and non-government schools in Australia, were interviewed in small groups in which they expressed their views of teachers and their teaching. The study showed the students’ need for flexibility and choice in terms of curriculum, the methods of teaching, and the scope of future potentials. They also stated their ideas and views about teachers and which teaching methods were meaningful for their lives and needs. Hence, changes in teaching programs and curriculum could be made accordingly. The current study also employs data on high school students’ perceptions of teacher attitudes in the form of interviews with students in state schools.

Motivation is a key factor that triggers academic self-perception. Thus motivation is affected not only by academic success but also by academic self-perception. In many studies there are findings that have practical implications for educators. In a study by Simmons (2010) 270 participants from an urban setting were given School Attitude Assessment Survey-Revised (SAAS-R) and the cumulative grade point average for each student was detected (Simmons, 2010). Academic self-

perception, attitudes toward teachers, attitudes toward school, goal valuation, and motivation/ self-regulation was measured by SAAS-R. The findings revealed positive correlations between attitudes toward school and attitudes toward teachers, academic self-perception and motivation/self-regulation, and goal valuation and motivation/self-regulation.

Discerning student perceptions is necessary for understanding youth and their needs in education. It also gives meaningful information about teacher behaviors and methods of teaching in order to improve teaching programs. Research that has directly considered students' perspectives about effective mathematics teaching has triggered valuable insights. In a series of studies in Singapore, students were asked about their ideas and views of "good mathematics lessons" and "best mathematics teachers" (Kaur, 2009). Explanations, demonstrations, "real-life examples", effective feedback, and teacher's "moving from desk to desk" were some examples that were given. In addition, being patient, understanding, caring, and kind were student descriptions of good teachers in general.

In a study in Canada, a special physical education session delivered to high school students was observed in order to measure the motivation given to the students by the teachers. In the study by Radel et al. (2010), two group of students were compared to each other. One group was taught a sport activity by a "paid instructor" and the other group was told the activity was taught by an instructor who had volunteered, when in reality the instructor was also paid. Results indicated that although the two groups received the same standardized lesson across experimental conditions, there was a lower interest in learning in the session taught by a "paid instructor". Students' motivation for the activity was affected by teachers' teaching style (i.e. autonomy-supportive behaviors) and the positive affects they displayed.

The studies with high school students suggest that teacher attitude is especially critical for high school students as the teacher is a role model with the potential to increase or decrease student motivation.

2.1.3 The perceptions of teacher attitudes in middle and primary school environments

A study was conducted in order to investigate the importance of perceived affective teacher support in regard to sense of belonging, academic enjoyment, academic hopelessness, academic self-efficacy, and academic effort for middle school students in mathematics classrooms (Sakiz, Pape, & Hoy, 2012). A self-report survey and structural equation modeling was employed with a sample of 317 seventh and eighth-grade students in five different public middle schools. The results suggested the significance of students' positive perceptions of the affective climate for promoting academic enjoyment, academic self-efficacy, and academic effort in mathematics. Significant associations between perceived teacher affective support and middle school students' motivational, emotional, and behavioral outcomes were found. Teacher support and the emotions in the learning environment have much influence on student motivation.

Another study investigated the importance of teaching styles and student adjustment in early adolescence (Wentzel, 2002). Data was collected from 452 sixth graders from two suburban middle schools. Five teaching dimensions that affect student motivation, social behavior and achievement were found. Multiple regression results showed that high expectations like maturity demands lead to positive student

goals and interests, whereas negative feedback such as lack of nurturance leads to lower academic performance and negative social behaviors.

Students' perceptions of teachers and their perceptions of the school environment contribute to academic success. Short-term longitudinal research on the relationships among middle school students' perceptions of school environment, school engagement, and academic achievement and teachers' attitudes were analyzed. A sample of 1,046 middle school students was queried on their perceptions of school environment and teachers (Wang & Holcombe, 2010). The results revealed that students' school participation and self-regulation strategies influenced their academic achievement.

Results of a survey by US National Association of Secondary School Principals (NASSP), exposed the ranking of "their effective teachers" by secondary school students in relation to three important traits. This survey resulted in an order of significance such as a sense of humor, interesting lessons, and having knowledge of the subject areas.

Another study with over 800 Australian secondary school students was conducted in order to understand students' views regarding "good" mathematics teachers. Again, teacher characteristics like being kind and respectful, focusing on understanding, making learning relevant, "being approachable", "encouraging students to achieve", "providing useful feedback", "checking on understanding", "being passionate and energetic about teaching", "talking to students as individuals", and taking account of individual differences were found to be effective (Strikwerda-Brown et al., 2008). The characteristics of effective teachers are very important in showing us the need of students as well as the need for improving the teaching

process. The current study also focuses on students' perceptions on the characteristics of effective teachers.

In a study in New Zealand, the aim was to investigate the role of student, teacher, and parental expectations in relation to student achievement from the perspective of each group (Peterson et al., 2011). In order to do this, focus groups of students, teachers, and parents were interviewed. Results obtained from transcribed audio data, showed expectations of teachers were perceived as having an extensive effect on student outcomes. As a conclusion, the higher the expectations of the teachers, the higher the learning outcomes were. If the teacher has high expectations for the students, student learning will most likely be better.

2.2 Teacher-student relationships

Some studies assert that teacher-student relationships lie at the heart of student success. A study to test teachers' impacts on students' test scores ("value-added") as a good measure of the quality of teaching was conducted (Chetty, Friedman, & Rockoff, 2011). There was a disagreement about whether value-added (VA) in other words teachers whose students test grades were high/were more successful in exams provides unbiased estimates of teachers' impacts on student achievement and whether high-VA teachers improve students' long-term outcomes. According to the results, students assigned to high-VA teachers are more likely to attend college, attend higher-ranked colleges, earn higher salaries, live in higher socio-economic status neighborhoods, and save more for retirement. They are also less likely to have children while they are still teenagers. Here, also, we see teachers' impact on students' future lives. As a conclusion, creating considerable economic value and

high test scores are seen as indicators of effective teachers. From this experiment, one can see the importance of teachers' impact on long term duration of student lives. The students of these teachers are most likely to go on with their education process instead of dropping out and therefore earn more money and have higher standards in terms of economic and educational outcomes. Thus, the role of teachers on students' future lives in terms of standards of life was demonstrated. As a conclusion, we can say that a teacher's impact does not finish during education but continues into adulthood affecting the former students' lives.

On the contrary, if there is no support from family or teachers, dropout statistics in high school will most probably increase. The purpose of a study on high school dropout experiences was to record and analyze students' experiences within a social capital framework (Drewry, 2007). The stories of high school dropouts provided valuable information to understand the causes of dropout. The participants were five high school dropout students in an urban school division in Southwestern Virginia. Data sources included field notes, interviews with the participants, narrative descriptions of the life histories and archival documents. The results showed that none of the students had relationships with teachers, members of their families or communities with significant influence to prevent them from dropping out to complete school. Although the students had the desire to complete school, they did not have any relationship or any influence from any person to encourage them. A teacher is a very powerful person who can prevent students from dropping out and the quality of relationship with teachers has a definite impact on students. This research has similarities with this study, in the use of interviews with the participants, narrative descriptions regarding their life histories and the participants also being high school students in an urban area.

Another study in China explored the relationship between the social support system and psychological health of teenagers. Subjects were 350 teenagers who experienced psychological health problems related to the high pressure to study, emotional instability, relationships crises and anxiety (Fan, Cheng-Wen, & Li-ping Zhong, 2011). The study revealed that teenagers' physical and psychological health was affected by help and support of parents, teachers, and classmates. In this study, we can see teachers' crucial role on the psychological health of students in Turkey as well.

The results of the research about the long-term impacts of teachers, (Friedman & Rockoff, 2011), reveals that the better the motivation, the better the teacher-student relationship is. The quality of this relationship is so valuable that it affects the whole life of the teenager including the adulthood and the career. The research indicates that it is a challenge to teach teenagers between the ages of 13 and 17 who not only have changes in their bodies physically, but also experience mental and emotional growth which affect both the way they learn and the way they behave. Thus, their behavior in society, in school and in the family may cause behavioral problems like being rude, passive, stubborn, or aggressive. The quality of the relationship built by the teacher with the student can improve the student's relationship with others in the overwhelming society, despite so many distractions and stimuli. The research also puts emphasis on the fundamental role of the teacher who should work not only in the school and the classroom, but also on everything that surrounds teaching and the teaching process, related to the life and environment of the students. The research also emphasizes that school sometimes can be the only place in which the students can be themselves and the school as the only stability in their lives. For effective teaching, teachers should involve students more in the

teaching process as participants where they are cared for and also observed in a safe environment where they feel comfortable, safe, relaxed and ready to learn.

According to this study as motivation increases, the quality of learning increases (Friedman & Rockoff, 2011). Teachers improve students' motivations by praising them, making them active participants where they become autonomous and creative, increasing their self-esteem by giving them positive stimuli and developing a sense of respect for others. Hence, the outcome will be the production of successful adults. This study resembles the current study in the sense that perceptions were inquired through qualitative means.

A cross-cultural study examined and compared a United States and Turkish sample of teachers and their perceived relationships with their students in primary schools (Beyazkurk & Kesner, 2005). The hypotheses was about the American teachers being more sensitive in terms of closeness in teacher-child relationships as American teachers receive more training related to the developmental needs of children. The study concluded that, in fact, as compared to the United States teachers, Turkish teachers report less conflict and more closeness to their students. This may be related with the Turkish culture and characteristics of the teachers and their relationships with the students. If teachers feel close to the students, the teaching process is affected positively. Teacher-child relationship resembling the secure attachment of a parent (especially a mother) and child influences children's development.

Students that study in general high schools, in their adolescence, face with problems such as: alcohol and substance abuse, suicide, self-harm, sexual abuse, and violence. In a research study about female students' problems who study in general high schools using 530 female students in Kayseri, revealed that the girls could not

communicate well with their teachers (Aydoğan, 2011). The problems of female students were related to psychological situations, school, and family environments. The findings also showed that the students had worries about their future. In the light of the research, one can conclude that good relationships and the feeling of confidence, reliance, trust towards teachers, and good communication with teachers are important factors. These factors are influential not only for academic success of students, but also for personal satisfaction and life styles they choose leading to less worries about future.

Research done in Poland on the subjective of well-being among teenagers revealed the importance of teacher support in the lives of teenagers (Bojanowska & Zalewska, 2011). Perceptions on emotional reactivity, subjective well-being (SWB) and perceived social support from different sources were gathered from 180 younger and 135 older adolescents. Analyses showed that emotional reactivity predicted all components of SWB. Positive affect depended on interaction between emotional reactivity and support from friends and life satisfaction depended on the interplay between emotional reactivity and support from teachers. This research also demonstrates the importance of teacher support in student lives.

In my literature review, I have tried to emphasize the impact of teacher-student relationships on students, on their psychological health, on their future careers, on their test scores, on their future lives, and educational choices. Research from different countries has revealed the support of teachers on student lives and teacher-student relationships.

2.3 Effective teacher characteristics and effective teachers

The relationship between teacher characteristics and teacher effectiveness has been examined through a survey applied to new math teachers in New York City (Kane, Rockoff, & Staiger, 2008). The survey collected information on predictors of effectiveness, such as teaching-specific content knowledge, cognitive ability, personality traits, feelings of self-efficacy and scores on a commercially available teacher selection instrument including both qualitative and quantitative approach. The participants were 418 teachers who responded to the survey. The research results indicated that teachers' cognitive and non-cognitive skills had a moderately large and statistically significant relationship with student and teacher outcomes, particularly with student test scores.

Although there is an emphasis on effective teacher characteristics and the nature of teaching, little is known on the perceptions of teacher candidates and the characteristics and competencies that teacher educators should have. In a study on characteristics and competencies for teacher educators, views of teacher candidates and professional organizations were obtained. The standards of quality of academic institutions for language teacher educators in the U.S., in Australia, and Turkey were compared and it was found that Turkey had less-defined standards (Çelik, 2011).

An Israeli study on effective teachers measured the relationship between classroom teaching practices and student achievements (Lavy, 2011). Data was taken from primary and middle schools of Israel and with pupils who were in fifth grade in 2002 (primary school) and in eighth grade (middle school) in 2005. The results suggest that academic performance is improved with the effect of teachers especially among boys. Factors such as transparency, fairness, and proper feedback in teachers'

behavior were found to have a positive and direct effect on students in terms of academic performance. The results revealed that effective teacher treatment (being fair, giving proper feedback, being transparent) has a positive impact especially on girls and on pupils from less-educated families improving the potential of the pupil. The research was set up in state schools similar to the current study and also matches in the sense that families of the student participants were also from less-educated families.

In Australia, in order to investigate teacher's effectiveness, teachers' perceived role breadth and perceived self-efficacy in supporting students' mental health were explored. Interviews were conducted with 21 teachers who reported that they supported student mental health as part of their role, despite lacking knowledge and skills in mental health-related areas (Mazzer & Rickwood, 2014). The findings clearly suggested that there should be a need to work in a well-coordinated care system. Moreover, there was a need for additional training in mental health within the school for teachers to be prepared effectively and appropriately to support student mental health. The study revealed that teachers have a great role and impact not only on teaching but also in the process of concerning and supporting students' mental health and well-being. My research bears resemblance to this study on investigating the role of teachers on students' well-being using also a qualitative approach.

The goal of another study in Turkey was to examine the perceptions of the seniors in the secondary school as they make their career choices (Habaci, Kaya, Saribas, Küçük, & Habaci, 2011). For data collection, the senior students of two private high schools were chosen and the attitude scale was applied. The test results reveal that most of the pupils have a negative attitude towards the profession of teaching. The study asserted that the teacher has an important role in shaping the

society and the profession of teaching has a very crucial role in the success of education and teacher's responsibility entails educational productivity. Authors suggest that this profession should be given much more value and importance for the future of a country. The teacher apart from being an educator and a role model, also has social responsibilities such as the power of raising individuals and with a capacity to compete with others in different countries. The results suggested that teachers have not been effective in creating respect and motivation for choosing teaching as a profession.

Another study examined teacher impact on student achievement (Kane & Staiger, 2008). It employed a quantitative approach including elementary school classrooms with the aim to test the validity of various non-experimental methods for estimating teacher effects on student test scores. This was an attempt to compare scores across the Los Angeles Unified School District. The results revealed that student achievement under random assignment was significantly related with teacher impact. The current study also investigates teacher impact on student achievement in urban education.

A study on Turkish teachers' beliefs and attitudes about teaching has an important place in literature because it is the first international survey to focus on the working conditions of teachers and the learning environment in schools in Turkey is by Büyüköztürk, Altun and Deryakulu (2014). The main purpose of this study was to analyze the outcomes of teaching and learning survey (TALIS) data in which 3637 teachers from 191 lower secondary schools (6-7-8 grades) were chosen as participants. They were given TALIS Teacher Questionnaire consisting of nine subsections with 43 questions. The study includes the outcomes of two subsections: teachers' beliefs about teaching and teachers' teaching practices. Results showed that

Turkish teachers were giving their students autonomy by making their students active participants in lessons although transmitting information was the teachers' main role as the teachers themselves perceived it that way. In regards to teaching practices, teachers prefer to use more structuring activities. Results also demonstrated that female teachers adopt structuring and student-oriented activities more in comparison to male teachers and also were open to constructivist approaches in regard to teaching practices.

A multi-perspective study on teacher education and teacher effectiveness examines the perceptions of teachers that shape and reshape new teachers' identities and analysis of the school cultures in which they work and their pupils' views about teachers (Flores & Day, 2006). Results suggest that the teachers' personal and professional histories and pre-service training, with respect to issues of school culture and leadership, are stronger influences on the kinds of teachers they become and their potential effectiveness than the professional identities they develop in the early years of teaching. The study also revealed that new teachers' identities are shaped and reshaped over time affected by contextual, cultural and biographical factors.

The literature review first focused on perceptions of teacher attitudes in various educational environments including higher education, secondary, and primary education. Then, teacher-student relationships were examined. Lastly, teacher effectiveness research was explored.

CHAPTER 3

METHODOLOGY

In this section the setting and the design of the study will be described within the socio-political context of the educational system in Turkey which encompasses some of the recent changes in high schools. In addition, the setting also includes the locations of the interviews, the participants, and Beykoz and its importance. Study method and data collection procedures, interview questions and the ethical procedures will also be described.

3.1 Setting

The setting is analyzed under three headings: the socio-political context: an overview of the educational system in Turkey, what has changed in high schools, and locations of the interviews.

3.1.1 The socio-political context: an overview of the new educational system in Turkey

In Turkey, the 4+4+4 system which started in 2012 extended mandatory schooling from eight years to 12 (Zeldin, 2012). With this new term there are many differences; for example, fifteen new elective courses in high schools were introduced at the beginning of the 2012-2013 academic year (Ozturk, 2012). One criticism to this system is that, elective courses are selected by the school administration, not by students and teachers (Finkel, 2012). Furthermore, the need for new classrooms has

been increased, and 65,000 more teachers have been added to decrease the existing shortage of 127,000 teachers (Bedir, 2014). According to Andrew Finkel (2012) 40% of the country's 15-year olds are unable to reach basic competence in mathematic literacy. According to the statistics of the Organization for Economic Cooperation and Development (OECD) out of 34 countries, Turkey is ranked 32nd in scientific literacy in the organization's Program for International Student Assessment (Zeldin, 2012). By the help of the new reform, it is hoped that middle schools will be revitalized and will allow children to choose from a large, diverse number of elective options, such as plumbing or religious studies (Finkel, 2013).

With this new reform, middle school students are able to attend İmam Hatip (religious education) schools. Thus, such schools with the modern curriculum are able to take the students from the age of 11 instead of 15. The new curriculum also provides optional classes in Koran studies and the life of the Prophet Mohammed in other state schools (Cameron-Moore, 2012). The reform legislation also makes it possible for the students to attend vocational schools as early as ten years of age.

The new 4+4+4 system includes a three-tier model of education with primary, secondary, and high school components (Gürsoy, Korkmaz, & Damar, 2013). As with the many changes in the curriculum, foreign language teaching has also been changed and the starting age for learning a foreign language has been lowered to 6.5 years of age (second grade).

In the new high school curriculum the general academic branch (Genel Akademik Branş) lasts four years. The first year academic curriculum is common to all students. In the second year, students can choose different electives. In terms of curriculum, the core program is set by the Ministry of National Education. In high

schools it covers biology, chemistry, foreign language, geography, health, history, mathematics, military science, philosophy, physical education, physics, religious education and ethics, and Turkish language and literature lessons. In grades 10, 11, and 12, there are core courses but also some elective courses in the academic branch. Students have to spend 30 hours a week in the classroom regardless of electives. They are required to complete 30 credits per year in order to graduate (Külekcı, 2013).

According to the recent survey entitled "Monitoring of the Stratification Process in Basic Education," released by the Education Reform Initiative (ERI) and the Educational Volunteers of Turkey (TEGV), the report emphasizes that the transition process to the new educational system has not been successful. Extensive research on nearly 2,000 students in 33 provinces throughout Turkey has revealed the weaknesses of the new educational system; especially the difficulties in adapting to the new system (Dinçer et al., 2014). According to the results, students' academic success points decreased 20% between the students in 2011-2012 and the 2012-2013 academic years. The reasons for the decrease in academic success were found to be mainly due to the three-stage system and the lack of classrooms at schools.

3.1.2 What has changed in high schools?

According to information retrieved from the official newspaper (resmi gazete) students have four high school education options to choose. These are general high schools, vocational high schools, Science high schools and Anatolian high schools. In general high schools, there is a 4-year curriculum that prepares children for future higher education. For each subject there is a specialist teacher and students have three foreign language options to choose from: English, French or German. Religious education lessons, are often optional.

According to the official newspaper, Anatolian high schools are established for the purpose of teaching students at least one foreign language. The educational period has five years within which there is a one year preparatory course. Taking the preparatory year is determined by the students' level of foreign language. In addition to foreign language lessons, the regular high school program includes science and mathematics lessons given in English. Furthermore in general high schools and Anatolian high schools, in the beginning of 9th grade, students have to choose one of these four fields: science and math, social studies, Turkish and social studies, or foreign languages. At the end of grade 10, they may change the field of education, but it will not be possible to change it later than that. Science high schools accept the students who have gotten the highest points from the Transition from Primary to Secondary Education exam (Temel Eğitimden Ortaöğretime Geçiş Sınavı- TEOG) and they offer a four-year education in the fields of science and mathematics.

Vocational high schools, just like Anatolian high schools, include five years of education which includes a one-year foreign language preparatory course. In addition to the lessons included, a minimum of one foreign language is offered. The programs in these high schools include training in computers, electricity courses, journalism,

construction, mechanics, remote control methods, and electronics in medicine, aircraft engines, or architecture.

3.1.3 Beykoz and its importance

Beykoz is called as the pearl of Istanbul. It is on the Anatolian side of Istanbul. The name means the village of the lord. People usually go this place to see its green forests, its sea, and beautiful views. In history, it has been a popular location for summer houses. In fact, there are many vacation palaces built in that region for the Sultans and their wives. It is also famous for hunting and recreational activities.

The municipality has established six culture centers in which there are classes, conference halls, a library, and student centers. In these centers, social activities and courses that will assist the students' with school subjects are offered for free in order to help the students and socialize them as well as prevent them from acquiring harmful habits and drug abuse. At the opening of the youth center, the director of youth services and sports claimed that this place would be used to socialize youth.

I really appreciate places for young students. In these places there are many free courses and I am an English teacher working part time for the municipality. When I moved from the European side to Beykoz, I could not have imagined I would love this place so much. Yet, its people have been helping and respect me; its silence and tranquility have inspired me.

3.1.4 Locations of the interview

The interviews took place in two places: 1. Tokatköy Muhsin Yazıcı Service Building (Hizmet Binası) 2. Kavacık Service Building (Hizmet Binası). The participants were recruited in these two buildings.

After a phone conversation with the coordinator, I was invited to give a seminar about test anxiety in the Service Building. There are 23 art and culture courses and a Community Mental Health Center which is ready to help residents. There are conference halls, classrooms, and a library. The center organizes seminars and panels for county residents, a place is scheduled to open specially designed for training courses of housewives.

The coordinator also stated that fulfilling the function of this space would depend on the interest of the people living in that area. He suggested that the residents could send their children there in order to take advantage of the courses and that the place would revitalize the neighborhood culture and social life. When I was invited, I met lots of high school students who had volunteered and were ready to answer my questions which made me very happy. I did most of my interviews in that building with the permission of the administrators.

In this system, I took part as both teacher and student. I was also working part time for the municipality, teaching English conversation courses to the staff of the municipality. Last year, I also taught English to primary school children. I attended several free courses which I really enjoyed, such as classical guitar and violin, Arabic, French, and art courses.

The academic courses which are given by specialized teachers to high school students enable them to improve their current school performance and there are also

cultural lessons like art, music and religion lessons. Attendance is important. One of the main aims is to prepare the students for the university exam, to socialize students and to teach how to study effectively. In addition, there is a goal to deal with the psychological problems of the students and family problems and with other problems that are related to the students.

3.2 Recruitment of the participants

I was invited to give a seminar to the students on how to cope with test anxiety. The students listened to me very carefully, took part in the interactive activities, asked questions, and were very interested in that topic. They told me about their anxiety symptoms such as rapid heartbeats, flushed face, and vomiting. They also told me about their friends and their exams. I think I was able to use the facilities because I gave the seminar. The building administrators got to know me and trusted me. I did some interviews during weekdays in the service buildings, but most of my interviews took place over the weekends.

First I prepared the interview questions (see Appendix A for original Turkish version). Then I made the consent forms ready for the parents (see Appendix B). I also prepared consent forms for the students (see Appendix C). Then I got the necessary permission from Boğaziçi University Ethics Committee İNAREK (İnsan Araştırmaları Kurumsal Değerlendirme Kurulu) (see Appendix D).

After I got the necessary approval from the municipality (see Appendix E), I visited the service buildings. I met some parents in the waiting rooms so I could get their signatures on the consent forms. The building was very crowded on the weekends and secretaries, youth coordinators, and teachers helped me keep track of

consent forms. In my study, the students were eager to bring friends for the interview thus, I was able to use snowball sampling. Some students gave very short answers, especially boys, so I had to probe a little bit in order to help them speak and provide more detailed information. The consent forms were distributed to the students and were signed by them and by their parents. Some of the students brought the consent forms back quickly. Some students forgot the consent forms or did not come the next week, so some interviews had to take place in later weeks.

3.3 Participants

Participants were high school students from the 9th, 10th, 11th, and 12th grades. The demographic information was gathered from the students (see Appendix F). After that the responses of the students were written in details (see Appendix G). According to the information received from the students about their parents' occupation, the students indicated that their socio economic background was low and their parents had low educational levels. In fact, this information is confirmed by the information from Turkish statistical agency (Türkiye İstatistik Kurumu) on Beykoz (see Appendix H, Appendix I). Thus, the students were representative of the whole region. I chose to do my research with students from five state high schools. There were 36 volunteer students. Thirty-six interviews were enough to achieve data saturation. The ages of the students were from 15 to 19. Six students were from the senior class, 13 students were from grade 11, nine students were from grade 10, and eight students were from the ninth grade. The students were enrolled in five different Anatolian state schools that were located in Beykoz. One of them was a religious Anatolian high school, another one was a vocational Anatolian high school and the

other three were regular Anatolian state schools. In the beginning, 13 students agreed to have the audio of interviews recorded. Later three of them told me that their parents did not approve of the recording therefore I had to erase those recordings. Ten students agreed to the audio recording. According to the study, the demographic information of the students is as follows: Twelve students were from a vocational Anatolian high school, four students were from a religious Anatolian high school and the rest were from regular Anatolian high schools. Eight students were 15 years old, nine students were 16 years old, 14 students were 17 years old, and four students were 18 years old. Only one student that was interviewed from the senior classes was 19 years old. Among all the students, 21 were girls, and 15 were boys. From regular Anatolian high schools, from 20 students interviewed; 14 were girls and six were boys. From the vocational Anatolian high school, among 12 students, four were girls and eight were boys. From the religious Anatolian high school among four students, three were girls and one was a boy.

3.4 Data collection method

It was a qualitative research with semi-structured interviews in two locations of the municipality. The study involved 36 high school students as participants. The interview format was semi-structured; that is, all students were asked the same questions, but additional follow-up questions or prompts were used to enable elaboration or clarification as necessary.

First, I distributed consent forms to the parents and to the students. The parents signed the consent forms giving permission to their children to answer questions of the interview. Furthermore, the students who are 18 and over also had to

sign a consent form, too. One copy of the consent forms were given to the participants and their parents. Interviews lasted between 45 to 60 minutes and took place in Turkish. Some students were more eager to talk. Some students first asked their friends if they had been interviewed or not, and after that they agreed to be interviewed.

Many students brought at least two friends. Most students appeared to be afraid or did not feel comfortable about being recorded, except for about 10 of them so I had to take notes very quickly. I also asked them demographic questions. I tried to get permission from the Ministry of Education, National Education Directorate to conduct the interviews at the schools. Although I got the permission papers, I did not use them because some of the school principals did not approve. In addition, the students in state schools have only 10 minutes break time and one longer break (40 minutes) to relax and to eat their lunch. I also think that if I had been at the schools to ask these questions, it would have taken much longer to complete the interviews because the students would not have had sufficient time. That is why I decided to conduct the interviews outside the schools. I met some administrators of the youth and student centers of the facilities I used. I think I was lucky to have so many voluntary students out of the schools. I also noted down my observations and took field notes in order to help support my data collection process.

3.5 Interview questions

Interview questions include demographic questions and questions about teachers.

3.5.1 Demographic questions

Class:

Age:

Parents' Profession:

Where were you born?

How long have you lived in this area?

Have your parents migrated to Istanbul from somewhere else? If so, when?

In your learning process do your parents support you? Do they participate in parent-teacher meetings?

Can you tell us how your parents support you? How?

3.5.2 Questions about teachers

Have you ever had a teacher that affected you much in your life either positively or negatively or have you had a teacher that has changed your life? If so, what has changed, please explain how it happened.

Was it a female or a male teacher?

When did it happen?

Describe the character of the teacher.

How did you communicate with your teacher? Please explain what makes you think like that.

Did your teacher devote special time to you?

Who is the teacher you feel closest to you now and why? Please tell us the personal characteristics without giving the name.

Who is the teacher from whom you feel most detached now and why? Please tell us the personal characteristics without giving the name.

Describe what a teacher is. What is the definition of a teacher? Who do we call a teacher?

What should be the role or roles of a teacher?

What should be the social contributions and social behaviors of a teacher?

In your opinion, what are the least/most effective or ideal teacher characteristics?
(Negative and positive)

Describe the ideal posture, body language, tone of voice, way a teacher looks at students and dressing style of a teacher.

3.6 Data analysis

After I got the consent forms signed by the parents and students, interviews took place. I collected the data until there was no new relevant information. I interviewed 36 students because data saturation occurred and repetitions were going on.

I transcribed the interviews from the 36 high school students. I organized the transcripts. I categorized the answers into meaningful chunks through open and axial coding. I observed and worked on the data and then I equated the codes by numbering and giving names. After searching and reviewing for themes, I categorized the data and found the emergent themes. Overall, I used the constant comparative method. The constant comparative method is a widely used method in social sciences. In this method, comparison groups are formed in order to reach emergent categories (Merriam, 1998). The perceptions of students from five State Anatolian Schools' themes were compared and contrasted, similarities and differences were found. Content analysis was used to study each question one by one. The content was analyzed and findings were written as percentages in tables. The participants were given code numbers in order to preserve confidentiality. The participants talked about their perceptions of how the relationship and characteristics of teachers affect them and how important the role and attitudes of teachers are in learning and understanding the lessons.

3.7 Credibility of the data and ethical procedures

Approval in terms of ethics was obtained from the Boğaziçi University Ethics Committee, İNAREK (İnsan Araştırmaları Kurumsal Değerlendirme Kurulu) and subsequently, permission from the Municipality of Beykoz was granted. The approval was given from the Directorate of Culture. The consent forms were signed by the participants and by the parents. There were two kinds of consent forms: consent forms signed by the participants under the age of 18 and consent forms signed by the participants aged 18 and above. Approval and signature of parents

were even obtained for the students who were 18 and 19. Confidentiality was ensured by coding. The credibility of the data was checked after interviews were transcribed; participants read the transcripts for approval. While one interview was being conducted in the administrators' room, the administrator entered and listened, so I omitted this data and told her I had to be alone with the participants for confidentiality and to comply with the ethical principles. In addition, after I did a member-check, I omitted some parts of two interviews due to issues of confidentiality.



CHAPTER 4

RESULTS

This chapter includes the findings and themes. Findings are divided into nine categories: Results related to demographic information, results related to the most positive and influential teacher that changed their lives, results related to the most negative teacher that changed their lives, results related to the positive and effective characteristics of a teacher, results related to the negative characteristics of a teacher, results related to the definition of a teacher, results related to the roles of a teacher, results related to the social roles and attributions of a teacher, results related to student perceptions about teachers' clothing, posture, way of looking, body language and voice tone, and results related to the desirable teacher characteristics versus undesirable teacher characteristics. This chapter also includes notes from observations and the themes that summarize the results.

4.1 Results related to demographic information

The students who were interviewed were between the ages of 15 and 19. Fourteen of them were 17 years old, nine students were 16 years old, eight students were 15 years old, four students were 18 years old and one student was 19 years old. According to the information given out of 36 students; 10 were attending 10th grade, ten were attending senior classes (12th grade), eight were from the ninth grade and eight were from the 10th grade. The average age of the students was 17.

Thirty-two of the 36 participants were born in Istanbul. Thirty-two of 36 students' mothers were housewives except for four mothers who were working as

blue-collar workers. As for the fathers' professions, one student's father was deceased, seven of them were self-employed, three were retired, and 25 of them were blue-collar workers. Only nine parents had been born in Istanbul and had not migrated. Except for four of the remaining 27 parents, all had migrated from Black Sea region cities. The parents who moved to Beykoz from other cities had migrated 15 to 30 years before and most of them did so from the north of Turkey, the Black Sea region. Only one family had migrated 70 years earlier (See Table 1).

Among the parents who attended the parent-teacher meetings, 16 parents attended the meetings with both mother and father present, 14 of them only the mothers attended, for five of them only the fathers attended and one of the students indicated that neither parent attended the parent-teacher meetings. On the issue of parental support, out of 36 students, 34 parents (both mother and father) supported their children in terms of morale and financial support. The participant who had financial and moral support only from her mother and grandmother stated that her father was not interested in her educational issues. The participant who had no father had only the support of her mother. Only one student emphasized that she did not need financial support as she worked every summer.

Almost all the students were attending the free municipality courses to supplement their school lessons. Some were going to *dershanes* (private study centers where students have to pay for lessons in order to prepare for exams or supplement their studies) and some had private lessons. Most of them were also attending their schools' free courses as well.

4.2 Results related to the most positive and influential teacher that changed their lives

According to the information gathered from the first question, which inquired about the most positive teacher in their lives, seven students stated that they had not had a positive teacher, 29 had had positive teachers that had made an impact on their lives. Among students who had positive teachers that changed their lives, all pointed out the importance of establishing good relationships between the teachers and the students and the teachers' devoting extra time for the students' problems, questions, and issues. Fifteen students emphasized the importance of their primary school teachers in their lives as the best and the most effective and positive teacher that changed their lives with their kindness (see Table 2).

Many students (22%) stated the influence of the love and affection and the parental-like care that they had from their teacher. According to the students, 10 of them had mathematics teachers as positive teachers, four English teachers, two science teachers, one literature, one vocational and one religion teacher as the most positive teachers that changed the students' lives. Out of 36 who had the positive teachers, eight students clearly expressed the impact of teachers on students. Students loved the lessons and studied more. Five of them emphasized the increase of their self-esteem and confidence. In addition, five students identified the effect of positive teachers as the sense of responsibility. Four students clearly specified improvement in their grades and the academic success. Another impact of positive teachers was to teach how to study and to teach the students how to study effectively by using time more efficiently. Three students emphasized teachers' role in preventing them from developing bad habits and avoiding unsuitable environments, encouraging and giving moral support at the same time.

Another impact was helping in career development through choosing the suitable field or career according to the needs and or interests of the students as well as preparing for life. Two students stated the impact of both financial and moral support from their teachers. Another impact of teachers was helping the students to socialize. Other areas of influence included changing perspective, encouraging thinking, teaching truth and fairness, encouraging them to read and love books. Among positive teachers that changed their lives, 11 were male teachers whereas 19 were female teachers. Out of 29 students who responded to the positive teachers' impact, 15 students stated that they had these teachers in primary school, 10 in middle school and 4 in high school.

Table 2. Impact of Positive Teachers

Responses	Percentages
Love the lesson	(22%)
Increase self-confidence and self-esteem	(14%)
Increased academic success	(14%)
Learned responsibility	(14%)
Learned how to study and use time effectively	(10%)
Avoided bad and harmful habits	(10%)
Got help in choosing the field (study)	(7%)
Received both financial and moral support	(3%)
Received help in socializing skills	(3%)
Encouraged to think, taught the truth and fairness, encouraged to read and love books	(3%)

According to the responses given by the students, some of the words and adjectives used to describe the character of the positive teachers were the following: caring, loving, tolerant, patient, friendly, helpful, communicative, fair, and humorous. Other character traits were as follows: compassionate, intellectual, thoughtful, responsible, diligent, disciplined, merciful, understanding, leader, trustworthy, honest, optimistic, sincere, reliable, cheerful, unbiased, respectful, emotional, generous, strong, and knowledgeable. Students agreed that a positive teacher always devoted time and energy to encouraging students to have good

communication skills, helping and caring for them. Some of the students pointed out that they still had communication with these teachers but some said that they had not had the opportunity to see them again, as the teachers had moved to another place or were appointed to another school. Only one student stated the positive effects of her peers instead of her teachers.

According to the responses, the three most frequently stated impacts were loving the subject, increase in self-confidence, and academic success.

For example, participant 1 stated that her religion teacher had changed her perspective of faith. He made her love philosophy, encouraged her to think, and increased her self-confidence (see Appendix G, Excerpt 1). Participant 5 said that her grades improved and she started to study (see Appendix G, Excerpt 2).

Participants 6, 31, 36 said, “There was a mother-daughter relationship” (see Appendix G, Excerpt 3).

Participant 12 said:

My elementary school teacher was a positive teacher. He was my teacher for five years and he added a lot to me. I thanked him as I wanted to be a teacher like him. In the courses, he gave examples from his own life. He made me love school. He took me to the movies outside the classroom. I felt confident. I learned the feeling of trust. (see Appendix G, Excerpt 4)

Participant 16 said:

My science teacher in junior high school gave a lot of moral support. He would listen to my problems, devoting special time for me. He had direct communication with me. He cared for me. He gave me confidence. He was even closer to me than my mother. I did not like the course but as he treated me in a caring way, I started to like the course. We still have communication. If I have a problem in math or geometry, he still helps. I still have conversations with him, even though he is not my teacher at school anymore. (see Appendix G, Excerpt 5)

Participant 22 said, “Very good. He made me feel that he would always help me. Our contact was not broken. We are still in touch. He is helping me in my career plans” (see Appendix G, Excerpt 6).

Participant 28 said:

I was inclined to violence. I ran away from ceremonies, lessons and the school. One day in class, while I was trying to escape from school, 40 of my friends prevented me from escaping from school by surrounding me. I could not get out of the circle around me. My teacher took care of me every day. She called my mother to talk about me. She showed me she cared for me by hugging me with loving arms, kissing me and saying ‘my sweetie’. She was tender. She taught according to the levels of the children. She made me love reading. I was not able to read immediately, which is why I felt inadequate, but she was the one who taught to read. Because of her I gave up all my bad habits. I used to scratch my friends but I stopped. (see Appendix G, Excerpt 7)

Participant 30 said:

The female teacher in the 5th grade was a positive teacher. She took me on trips and gave me money. She encouraged me to take the Darüşşafaka exam. She helped me to talk and to be active in the lesson. In the 6th and 7th grades, I had a positive male classroom teacher, too. He was approachable, directing to work, giving responsibility. He devoted time to me and he had good communication skills. (see Appendix G, Excerpt 8)

Participant 32 said, “Very good. I could ask what I wanted. She was interested in the whole class. She helped me in many ways” (see Appendix G, Excerpt 9).

Participant 33 said, “She was positive. She made me love the lesson. In primary school, I did not want to go to school. I wanted my mother. She was very patient and caring. I was quite naughty” (see Appendix G, Excerpt 10).

The results related to the most influential teacher reveals that a close relationship makes teachers unforgettable. Another key point is that students appreciate those teachers that go beyond their duty in helping them out.

4.3 Results related to the most negative teacher that changed their lives

The information received from the responses to the question on the most negative teacher that changed their lives (see Table 3) showed that only 12 students out of 36 could recall negative teachers that had impact on their lives. Among these 12 students, two of them pointed out two negative teachers each. In contrast to the results of positive teachers, none of the negative teachers had devoted time for the students. In addition negative teachers could not communicate well.

The findings showed that among 12 students, four students were humiliated, scorned, insulted, threatened by their teacher and the inappropriate behavior of the teachers lowered the self-confidence and self-esteem of the students. In addition, many students were victims of physical abuse, violence, and beatings from their teachers. Among 12 students, three of them witnessed physical abuse for the first time in their life, which broke the students' enthusiasm and motivation as well as affected their mental health negatively. Two students stated they learned injustice and unfairness. Other impacts of negative teachers were reduction of socialization, hating the lessons, having feelings of guilt and difficulty trusting people, being pessimistic and being traumatized, feeling powerless to fight injustice. Among the responses of those 12 students, three negative teachers were stated to be primary teachers, four were Turkish teachers, two were vocational teachers, one was a science teacher, one was a mathematics teacher and one was a social studies teacher. Seven were female and five were male teachers. The results showed that the adjectives describing negative teachers were sarcasm, angry, intolerant, unfair, unfriendly, strict, cold, impulsive, uncaring, unbalanced, nervous, obsessive, biased, irritable, violent, irresponsible, vindictive, impatient, brutal, and snobbish. According to Table 3, results related to the most negative teacher that changed their lives,

(only 12 students had negative teachers out of 36), the negative teachers lowered the self-confidence and self-esteem of the students (33%), were physically abusive and violent (25%).

Table 3. Results Related to the Most Negative Teacher that Changed Their Lives

Responses	Percentages
Lowered self confidence and self-esteem	(33%)
Was subjected to physical abuse, violence, beatings	(25%)
Destroyed enthusiasm and motivation	(17%)
Victim of injustice and unfairness	(17%)
Prevented socialization, caused feelings of guilt and created problems in trust issues, became pessimistic	(8%)

Participant 1: “The teacher humiliated me, caused me to become pessimistic. I experienced violence and hated his lesson. He changed my psychology, damaged my enthusiasm for science” (see Appendix G, Excerpt 11).

Participant 3 said:

I had a Turkish teacher when I was in the 6th grade. It was clear that she did not like me, yelling at me at every opportunity. While we were having an exam one day and she made me go to the teacher's desk in the front. I was not sure how to answer the first question. I couldn't choose between the options of A and D. The teacher was checking the others students' exams. Suddenly, by mistake, I dropped my exam paper. She took my paper shouting and insulting me. She shouted that I had cheated in the exam. She said, "I trusted you. You should not have cheated in the exam." She took my paper, tore it and threw it into the trash. She said, "I will give you a very difficult exam on Thursday." She did not listen to me. Continuously yelling at me, I felt very bad. I didn't know what to say. She used to beat the students. I called my mother. I had good relations with every other teacher except her. My mother and sister came to the school. I cried a lot. Although we complained about the teacher, the principle did not do anything. My sister insisted on my innocence saying that I had not cheated. After that, for years, I could not get rid of the negative influence of that false accusation. Although many years have passed, I still cry when I tell this story again. She was such an unfair teacher. (see Appendix G, Excerpt 12)

Participant 4 said, "A primary school teacher that I never forgot, changed my life in a negative way. She beat us. Once she broke the ruler on my head. She threatened me so I would not tell my family" (see Appendix G, Excerpt 13).

Participant 6 said, "None of my teachers were close to me. I did not feel any closeness to any teacher" (see Appendix G, Excerpt 14).

Participant 9 said, "My teacher always insulted me saying all the disparaging remarks. She used verbal abuse by insulting the students" (see Appendix G, Excerpt 15).

Participant 10 said, "He made me pessimistic. I witnessed violence for the first time. I hated Turkish lessons" (see Appendix G, Excerpt 16).

Participant 12 said, "If I tried to ask a question, the teacher always shouted. She was very mean and unfair. She was always nervous. If a student did not understand and asked a question, she used to shout and yell" (see Appendix G, Excerpt 17).

4.4 Results related to teenagers' closest and most detached teachers

For the question of closest teachers, five students stated that they did not have a teacher they felt close to and one student stated the presence of two teachers. Six students stated their mathematics teachers as the closest teachers, five students stated chemistry teachers, four students stated physics and English teachers, three students biology teachers, two students geography and history teachers, one from each lesson like technology and computer, vocational, music, religion and sports teachers were pointed out to be the closest teachers. The results showed that the most popular closest teacher characteristics were being caring, allocating and devoting time and special attention for the students, love of teaching, being friendly, tolerant, communicative, funny, cheerful, fair, and objective. Others mentioned other characteristics like: generous, respectful, patient, disciplined, helpful, compassionate, making good use of time, informative, knowledgeable and teaching according to the level of the students, praising, thoughtful, and someone who listened to the students (see Table 4).

Participant 1 noted: "... showed me special attention. Loves me, smiles, is caring" (see Appendix G, Excerpt 18).

On the contrary, the most detached teacher characteristics were stated as; nervous, unfair, uncommunicative, humiliating, uncaring, rigid, hard, unfriendly, moody, intolerant, irresponsible, rude, unbalanced, arrogant, detached, aggressive, ignorant and impatient (see Table 4). Nine students said that they had not had any detached teachers, 27 students said their most detached teachers were from these subject areas: chemistry (6), mathematics (3), English (2), biology (1), sports (1),

music (1), physics (1), literature (1), history (1) vocational (8), German (1) and computer (1).

According to the students, characteristics of the closest teacher were caring, friendly, tolerant, understanding, helping, making good use of time, responsible, disciplined, informative, generous, honest, humorous, communicative and respectful. These characteristics overlapped with the most positive teacher characteristics. On the contrary, the most detached teacher characteristics were as follows: nervous, humiliating, uncaring, hard, intolerant, bad use of time, irresponsible, undisciplined, uninformed, stingy, dishonest, unfair, rigid, uncommunicative, and disrespectful. These characteristics overlapped with the most negative teacher characteristics.

Table 4. Students' Perceptions about Their Closest and Most Detached Teacher Characteristics

Closest teacher characteristics	Percentages	Most detached teacher characteristics	Percentages
Caring and friendly	(22%)	Nervous, humiliating	(20%)
Tolerant and understanding, helpful	(12%)	Uncaring, tough, intolerant	(16%)
Good use of time	(11%)	Bad use of time	(12%)
Responsible	(11%)	Irresponsible	(11%)
Disciplined	(8%)	Undisciplined	(10%)
Informative	(8%)	Uninformed	(8%)
Generous	(8%)	Stingy	(8%)
Honest	(8%)	Dishonest, unfair	(6%)
Humorous	(6%)	Rigid	(5%)
Communicative and respectful	(6%)	Uncommunicative, disrespectful	(4%)

Participant 4 said, "... the chemistry teacher doesn't care, uncaring, does this job only for money" (see Appendix G, Excerpt 19).

4.5 Results related to the definition, roles, social roles of a teacher, and characteristics of an effective teacher

The answers to the fifth question, which was about the definition of a teacher, indicated varying descriptions about who the teacher is (see Table 5). Many of the students emphasized the teacher as a person who loves to teach and should be caring and loving like a family member of the students and showing compassion, care, and love.

Participant 34 even expressed it with her own words saying, “A teacher is a person who can teach. If not, he should not be a teacher. Not everybody can be a teacher. Being a teacher entails some skills that a teacher should possess. The most important skills are to love to teach and love the students” (see Appendix G, Excerpt 20).

Participant 1 said, “A person should be enthusiastic to teach, loving the students” (see Appendix G, Excerpt 21). Participants 6, 27, and 36 stressed similar ideas: “A person who loves to teach” (see Appendix G, Excerpt 22). Participant 13 agreed with his friends: “A person showing love and caring” (see Appendix G, Excerpt 23). Participant 14 elaborated that the teacher is “a person who loves to teach and be like a family member or a friend” (see Appendix G, Excerpt 24). Participant 20 said, “A person whom we can share problems like family members” (see Appendix G, Excerpt 25).

Most of the students dwelled on the teacher who knows how to teach according to the level of the students. Participant 1: “A person who determines the levels of the students and teaches accordingly” (see Appendix G, Excerpt 26). Participant 3 also agreed with Participant 1.

One student stated the teacher as a person who knows how to behave and has good communication skills (see Appendix G, Excerpt 27).

The third finding related to the definition of a teacher is able to instill discipline and authority in the classroom. Participant 9 said, “A person who makes others listen to himself/ herself” (see Appendix G, Excerpt 28). Participants 10, 20, and 25 shared the same opinion.

The next definition of a teacher is one who can deal with family or student problems. Participants 12, 20, and 23 said, “A teacher should be close to the students after the lessons as well” (see Appendix G, Excerpt 29).

Another definition of a teacher is: A person who is knowledgeable. Participants 1, 8, 23 said, “... must be knowledgeable” (see Appendix G, Excerpt 30)

Students also pointed out the teachers who changed students’ lives in the best way and prepares students for life. Participant 26 said, “A person who changes students’ lives” (see Appendix G, Excerpt 31). In this answer, it appears the student was influenced by the ideas in the previous questions.

Students pointed out the definition of a teacher as a person who teaches without bias or judgment, and they complained about such teachers. Participants 19, 28, and 31 described the teacher as person that teaches without judging and yelling: “... should not insult” (see Appendix G, Excerpt 32).

The findings suggested the results were as follows with percentages: a teacher is a person who loves to teach and is like a family member or a friend (28%), knows how to teach according to the level of the students (22%), knows how to behave appropriately and has good communication skills (17%), has authority and maintains discipline in the classroom (13%), deals with family problems or student problems

(6%), is knowledgeable (6%), changes students' lives in the best way (prepares students for life) (6%), teaches unbiasedly and without judging (2%).

Table 5. Student Perceptions about the Definition of a Teacher

Who is a teacher? A person who:	Percentages
loves to teach and like a family member or a friend.	(28%)
knows how to teach according to the level of the students.	(22%)
knows how to behave appropriately and has good communication skills.	(17%)
has authority and maintains discipline in the classroom.	(13%)
deals with family problems or student problems	(6%)
is knowledgeable	(6%)
changes students' lives in the best way (prepares students for life)	(6%)
teaches unbiasedly and without judging	(2%)

The results related to the roles of a teacher (see Table 6) are as follows: “Not only teaching but also demonstrating with examples in details, understands students’ language, treating everybody equally, making the lesson fun and understandable,

solving the personal or class problems, devoting time, keeping pace with innovation” (see Appendix G, Excerpt 33).

According to the results, a teacher should correct errors and give advice, encourage studying, and give motivation. Students also suggested that the teachers should listen to them and be polite. Participants 14, 20, 21, 23, and 26 agreed: “... should make the course interesting, should not be boring” (see Appendix G, Excerpt 34).

According to 34 of the students out of 36, a teacher should be like a mother or father, full of love, but at the same time a teacher should possess skills such as good classroom management. Thus, the answers to the question of effective teacher characteristics included caring, funny, tolerant, loving, patient, responsible, fair, disciplined (good classroom management), friendly, helpful, should give moral support, and knowledgeable (improving herself). Many of the students emphasized that a teacher should focus not only on school success but also on students’ interests and abilities, as well. Participants 1, 2, 10, 12, 20, 30, and 36 expressed similar ideas: “... should not humiliate. Everybody can make mistakes, should be tolerant, caring, friendly and communicative” (see Appendix G, Excerpt 35). Participant 28 said, “... should be fair” (see Appendix G, Excerpt 36).

Participant 27 said, “A good teacher should be able to recognize each student. A good teacher should see students’ differences and act accordingly” (see Appendix G, Excerpt 37).

Participant 18 said, “Teachers should not only explain by formulas but also should explain logically. The teacher does not only implement the curriculum but also shows survival skills. She should be like an intimate friend” (see Appendix G, Excerpt 38).

Participant 7 said, “If students make mistakes, teachers should not punish. They should be tolerant. Everybody can make mistakes” (see Appendix G, Excerpt 39).

Participant 22 said, “There must be a sense of humor. She must keep herself up to date. She should have good communication skills” (see Appendix G, Excerpt 40).

Participant 17 said, “In my opinion, first of all, a teacher should be friendly. She should be approachable like a friend and teach according to the levels and needs of the students” (see Appendix G, Excerpt 41).

The answers to the question: “what is the role of a teacher?” (see Table 6) indicate responses that denote not only teaches but also demonstrates with examples in detail (20%), understands students’ languages (16%), treats everybody equally (12%), makes the lesson fun and understandable (12%) solves personal problems, spends time with students (10%), keeps pace with innovation (10%), fixes errors and gives advice (10%), encourages studying (10%), gives motivation, should listen and be polite (10%).

Table 6. Student Perceptions about the Roles of a Teacher.

What are the roles of a teacher?	Percentages
Not only teaches but also demonstrates with examples in detail	(20%)
Understands students' language	(16%)
Treats everybody equally	(12%)
Makes the lesson fun and understandable	(12%)
Solves personal problems, and spends time with students	(10%)
Keeps pace with innovation	(10%)
Fixes errors and gives advice to encourage studying, motivates	(10%)
Listens and is polite	(10%)

In the answers to the question “what are the social roles and attributions of a teacher?” (see Table 7), many students stated that the teachers should encourage trips and social activities or extracurricular activities. Some other students stated that teachers should lead and encourage projects and competitions. The students also said that the teachers should recognize behavior disorders to refer students to a psychologist, allocate more time to guidance and counseling, take students to museums and amusement parks and involve students in clubs to socialize them (reading book activities, for example). They should help in discovering areas of interest to aid in choosing a career, encourage thinking activities, or encourage the students to take any other responsibilities. Participants 14, 17, 24, 29, 31, 33, and 36 expressed similar ideas: “...should encourage various social activities like sports, attending theater performances, picnics, museums and reading groups” (see Appendix G, Excerpt 42). Participant 2: “She could take trips, support in

competitions, and encourage participation in projects” (see Appendix G, Excerpt 43).

Participant 6: “Picnics and playing football would be good activities. She could play football with us. We could go to a coffee shop” (see Appendix G, Excerpt 44).

Participant 21 said:

She made me love reading books. She inspired me to read books. She established the school library and donated books. I worked at the library. During those three years, I really began to love reading books. I still read books. I was chosen as the student who read the most in the school. I began to trust myself. She taught me to study regularly. She took us to social activities such as the theater. (see Appendix G, Excerpt 45)

Participant 19 agreed with other participants: “The teacher should help students socialize. The teacher should recognize students’ interests and should help them in choosing a career. He should take us to trips” (see Appendix G, Excerpt 46).

The findings about the social roles and attributions of a teacher (see Table 7) listed: trips and social activities or extracurricular activities 15 students (42%), 8 students (22%) denoted the teacher should lead and encourage projects and competitions, 5 students (13%) expect the teacher should be able to see behavior disorders and can refer them to a psychologist, allocate more time to guidance and counseling, 3 students (8%) said teachers should involve students in clubs to socialize (reading book activities for example). The other social roles expected from the teachers are; encourage to take part in thinking activities for the students (6%), help discovering areas of interest in choosing a career (6%), and motivate to take other responsibilities (3%).

Table 7. Student Perceptions about the Social Roles and Attributions of a Teacher

Social Roles and Attributes	Percentages
Trips and social activities or extra-curricular activities, visiting museums and amusement parks	(42%)
Support in competitions, and encourage participation in projects	(22%)
Recognize behavior disorders and refer students to a psychologist, allocate more time to guidance and counseling	(13%)
Should involve students in clubs to socialize (reading book activities for example)	(8%)
Should encourage to take part in thinking activities	(6%)
Should help them in choosing a career	(6%)
Motivate to take other responsibilities	(3%)

The results of the study to the question: “What are the effective characteristics of an ideal teacher?” (see Table 8) points out several adjectives: caring, effective, loving (20%), tolerant, patient (20%), responsible, fair (15%), disciplined, (good classroom management) (15%), friendly, helpful (10%), (gives moral support) knowledgeable (8%), (improves herself), focuses not only school success but also students’ interests and abilities (6%), effective (6%).

Table 8. Students' Perceptions about the Effective Characteristics of a Teacher

Effective Characteristics	Percentages
Caring, loving	(20%)
Tolerant, patient	(20%)
Responsible, fair	(15%)
Disciplined (good classroom management)	(15%)
Friendly, helpful (gives moral support)	(10%)
Knowledgeable, improves herself	(8%)
Focuses not only school success but also students' interests and abilities.	(6%)
Effective	(6%)

4.6 Results related to student perceptions about teachers' clothing, posture, way of looking, body language, and voice tone

There are three groups of responses related to the question "How should a teacher dress?" (see Table 9). Out of 36 students, 27 stated that the clothing of a teacher had to be official without being distracting, the teacher should have her own style.

Participants 2 and 3: "should be an example to us" (see Appendix G, Excerpt 47).

Participants 6, 7, 12, and 29 said, "should be formal ... suit" (see Appendix G,

Excerpt 48). Participants 14, 23, and 36 pointed out that a teacher has to have a style, his or her own style.

The second group of students who responded about the clothing (out of 36, five students 14%) said “sporty”. Participant 25 said “comfortable and casual” (see Appendix G, Excerpt 49).

The third group out of 36 answered as “it does not matter” (11%). Participants 30, 31, 32, 34 said, “It doesn’t matter” (see Appendix G, Excerpt 50). They emphasized that the most important thing was to learn and teach effectively no matter what the teacher wore. If the teacher was nice and teaching well, the clothing was not important for them.

Table 9. Responses of the Students about Teachers’ Clothing

Clothing	Percentages
Official without being distracting, stylish	(75%)
Sporty	(14%)
It doesn’t matter	(11%)

Participant 7 said, “Teachers’ clothing should not be distracting. If they wear bright colors, you start thinking of that instead of the lesson” (see Appendix G, Excerpt 51).

Participant 17 said, “She was so poorly dressed that my mother did not understand that she was a teacher when she went to the parent-teacher' meeting” (see Appendix G, Excerpt 52).

For the question “Describe the posture of a teacher” (see Table 10), the responses of the students can be grouped into three categories: The first group emphasized the importance of the teacher’s posture that shows her self-confidence so it should be straight, self-confident and like a teacher. Out of 36 students, 32 (88%) students answered in that way.

Participants 6, 7, 8, 10, 12, 28, 30, 31, 32, 33, 34, 35, 36 all gave similar answers. The students of the second group did not respond appropriately as they stated the posture had to be caring, cute, friendly, happy and sympathetic which was two (6%) out of 36 students. Participants 3 and 14 did not respond appropriately said, “sympathetic” for the posture (Excerpt 53). Finally, two students responded that the posture had to be respectful, reliable, lively, not distracting

Table 10. Responses of Students about Teachers’ Posture

Posture	Percentages
Self-confident, knowledgeable, straight, like a teacher	(88%)
Caring, cute, friendly, happy, and sympathetic	(6%)
Respectful, reliable, lively not destructing	(6%)

For the question: “What should the body language of a teacher be like?”(see Table 11). Some asked what the question meant. I had to explain what the term ‘body language’ meant. The responses were divided into four groups: The first group of 22 students (61%) agreed that the teacher had to use body language effectively. Participants 1, 5, and 9 said similar things: “Very important. She should know how to use gestures and body language ... using hands” (see Appendix G, Excerpt 54).

Participant 11 said, “Mimics also should not be too distracting. There are some teachers who wink with strange gestures” (see Appendix G, Excerpt 55).

The second group of students, 7 out of 36 students, said, “Should not distract attention”. The third group of three students responded: “Depends on the situation”. Finally the last group, four students out of 36 (11%), elaborated: “The teacher should not use body language.”

Table 11. Responses of the Students Related to the Teachers’ Body Language

Body language	Percentages
Use body language effectively	(61%)
Should not be distracting	(20%)
Depends on the situation	(8%)
Should not use body language	(11%)

For the question about the voice of the teacher (see Table 12), the responses were classified in four groups: In the first group, out of 36 students, 12 students (61%) emphasized “Soft tone of voice without shouting” and 13 (20%) said “normal, medium”. Six (8%) students said, “Depends on the situation” and five students (11%) said, “Strong and authoritative.

Participants 1, 6, 8, 9, 10, 14, 15, 18, 22, 23, 26, 27, 28, 30, 31, 32, 33, and 36 said, “Soft tone of voice without shouting” (see Appendix G, Excerpt 56).

Table 12. Responses Related to the Voice Tone of the Teachers

Voice tone	Percentages
Soft without shouting	(61%)
Normal medium	(20%)
Depends on the situation	(8%)
Strong and authoritarian	(11%)

For the question: “How should teachers look at students?” student responses could be classified into three categories: 15 students (42%), out of 36 said “normal”, 12 students (33%) said “caring, loving, cute, sweet, hopeful” and nine students (25%) said “depends on the situation” (see Table 13).

Participants 1, 2, 3, 4, 8, 9, 10, 11, and 12 said, “... should be compassionate, not scary. There should be eye contact” (see Appendix G, Excerpt 57).

Table 13. Responses of the Students about the Teachers’ Way of Looking at Students

Way of looking	Percentages
Normal	(42%)
Caring, loving, cute, sweet, hopeful	(33%)
Depends on the situation	(25%)

According to the information given, Table 14 summarizes the desirable teacher characteristics vs. undesirable teacher characteristics. The findings indicated that the desirable characteristics of a teacher are caring, friendly, tolerant, understanding, responsible, disciplined, informative, communicative, and respectful, while the undesirable teacher characteristics are: nervous, demeaning, uncaring,

difficult, intolerant, irresponsible, undisciplined, uninformative, uncommunicative, disrespectful, and unfair.

Table 14. Desirable vs. undesirable teacher characteristics

Desirable Teacher Characteristics	Percentages	Undesirable teacher characteristics	Percentages
Caring and friendly tolerant and understanding	(50%)	Nervous, demeaning, uncaring, difficult, intolerant	(60%)
Responsible, disciplined, informative	(25%)	Irresponsible, undisciplined, uninformative	(20%)
Communicative and respectful	(14%)	Uncommunicative, disrespectful	(10%)
Fair	(11%)	Unfair	(10%)

4.7 Observation and field notes

During the interviews, voice tone and body language of students gave useful information as to their psychological states. Participant 1, like many of the other interviewees appeared to be very happy remembering lessons in previous years and laughed as she told her story. She was also excited when she was speaking. It seems she had been transported back to the previous school years while reminiscing about those times.

Most of the participants seemed to enjoy answering the questions very much. They went back to their previous school years remembering their teachers, peers, and lessons. Some students were nostalgic; trying to remember the old days. One student

cried a lot remembering the unfair teacher who had accused her of cheating. Another student describing her negative teacher was angry and sad, and complained the teacher had been unfair. The students who were sharing their memories about the most negative teacher seemed to be very sad, angry and upset while remembering their bad memories. Another aggrieved student frowned.

Another student told me that she would never forget those memories. The students who were talking about their close or positive teachers seemed to be very happy, laughing with playful expressions using their body language. Some of the students who were talking about the positive teachers had their eyes shine with pleasure and were happy. For those talking about bad experiences, it was a kind of catharsis as they had not shared those memories with anybody else. It was the first time that they were talking to somebody about memories that made them unhappy and I think the same bad memories still affected them. One participant told me that she would never forget the bad memories. Two boy students were very silent and I had to ask them lots of questions to make them speak. They told me that they had always been shy and they did not want to speak with people. They also told me that they were being interviewed just to help me.

Most of the students were not comfortable with being recorded as they talked about the current teachers with whom they were not satisfied. I reassured them of confidentiality and made sure my records did not make their names obvious in any way. I used a separate code list for participant numbers in order to separate transcripts from the names. They complained about teachers, their behaviors, and their grades. Almost all students used body language and gestures especially using their hands. Most of them laughed a lot when they were talking about their old

teachers. I had frequent eye contact and I think they enjoyed the interviews as I saw them smiling frequently while answering the questions.

I got positive feedback and the students felt free to talk about their teachers. Many students were eager to talk and share their memories and their ideas. A student told me that what she had told me things she had never told anybody else and because she had been afraid of the teacher and felt threatened as a small child she had not told her family. Another student told me that she was very happy to be interviewed as I made her remember her childhood and her primary school teacher. The student who had the teacher who unjustly accused her of cheating cried and I had to send her to the restroom to wash her face.

Another student who was abused physically and psychologically abuse spoke with a quivering voice. Another student complained that some teachers just taught lessons to earn money. The teachers did not want to have any relationship with the students because they didn't love the students. Some students were thoughtful as they tried to remember the old days and previous teachers. Some other students enjoyed - themselves very much and told me humorous stories of things that happened in school while describing their teachers.

Most of the students used body language while they spoke; shaking their heads and giving importance to eye contact. Almost all of the students talked freely expressing their thoughts. Two students, although they agreed to be interviewed told me that they were in a hurry and tried to answer the questions quickly. Some of the students asked what social contribution meant. I tried to explain this. I was very happy that most of the students were eager to participate and help me in my research.

4.8 Themes

The positive teachers changed the lives of the students in many ways. Through the coding and analysis of interview responses, nine emergent themes were determined. The impact of teachers' on students' lives can be classified in nine categories. They are:

- a) Emotional support; (to show care and listen, solve family problems and a need to love and to be loved),
- b) Motivation and competence; (increasing self-confidence and efficacy, motivation to learn),
- c) Academic success; (improvement in grades, more understanding, teaching how to study and use time effectively),
- d) Socialization; (making friends, peer groups, helping to solve problems),
- e) Choosing the choosing future goals in work or study; (in the transition out of high school to work or to university),
- f) Financial support; (for example teachers who helped students buy their books),
- g) Ethical and moral influence; (teaching fairness, learning moral values, teaching responsibility),
- h) Using leisure time effectively; (e.g. reading clubs),
- i) Goal of continuing higher education; less dropouts.

CHAPTER 5

DISCUSSION

This chapter covers discussion, limitations and suggestions for future studies, implications for teacher training and counseling, implications for the counseling field, and conclusion.

5.1 Discussion

This research aimed to understand the needs of the students by exploring their perceptions on teacher attitudes and to retrospectively explore the impact of teachers' attitudes on students' future years in education. The findings supported that if a teacher can establish good relationships with the students, this relationship will affect the students' future lives positively. A study in Poland by Bojanowska and Zalewska (2011) also revealed the importance of teacher support in the lives of teenagers. The students who have good relations with their teachers tend to go on with higher education.

My qualitative study supported the result of academic success as reported by the students, as a result of a positive teacher attitude corroborates the same result in the literature review that emphasized the teacher's role in academic success (Wang & Holcombe, 2010). Similar results were obtained in Israel by Lavy (2011) who measured the relationship between classroom teaching practices and student achievements to find out effective teacher characteristics. The findings indicated that academic performance is improved with effective teacher characteristics (compassionate, tolerant, patient, and optimistic teachers).

The research on good and bad teachers, also tried to find the instructors' positive and negative characteristics (Algharabali et al., 2014). The result of this study emphasizes teachers or professor's significance and influence affecting how university students chose their lessons.

As discussed in the literature review (Erdoğan et al., 2005) when the students are not satisfied with attitudes of people around them, and the cultural behavior of friends, they have adaptation problems in friendship and community. In this study, the students who had negative teachers were also not satisfied with the attitudes of their teachers who did not devote time to their students. There was no communication between the students and the negative teachers. The findings of my study are in line with this study as teachers who are perceived as negative, do not have good communication skills with the students or have time for them.

In the current study, a perceived relationship between positive teachers and increased self-confidence and academic success of the students was found. This finding overlaps with the findings of a study of Simmons (2010), which examined the academic performance differences among male and female African American students. It resulted with positive correlations between attitudes toward school and attitudes toward teachers. In addition, there were positive correlations between academic self-perception and motivation/self-regulation and goal valuation and motivation/self-regulation with positive teacher attitudes. Furthermore, similar results were obtained in a study that investigated the importance of perceived teacher affective support in regard to sense of belonging, academic enjoyment, academic hopelessness, academic self-efficacy, and academic effort for middle school students in mathematics (Sakiz et al., 2012). The results suggested the significance of students' perceptions of the affective climate within learning environments for

promoting academic enjoyment, academic self-efficacy, and academic effort. There were also significant associations between perceived teacher affective support and middle school students' motivational, emotional, and behavioral outcomes. These findings highlighted the importance of the support of teachers on students and on academic success.

In another study, students were asked about their ideas and opinions of a “good mathematics lessons” and “best mathematics teachers” in a series of studies in Singapore (Kaur, 2009). The teachers used explanations, demonstrations, real-life examples and feedback for the whole class. For example; the teacher’s “moving from desk to desk” and being patient, understanding, caring/kind and providing valuable information was mentioned. These findings are similar to the student descriptions of the most close teachers and positive teachers in the current study. In the current study, the students also emphasized the importance of teachers giving real life examples. They also stated that they appreciated patient, understanding, and caring teachers.

In addition, in my study I have come across the desire of the students for teacher with a sense of humor; who create interesting lessons and are knowledgeable. Similar results in the survey by US National Association of Secondary School Principals (NASSP) in 1997 were obtained. The secondary schools ranked their “effective teachers” with characteristics like sense of humor and good breadth of knowledge.

According to my results, the most preferred characteristics of positive teachers were compassionate, loving, tolerant, patient, friendly, helpful, communicative, fair, and humorous. My research bears resemblance to a study by

Mazzer and Rickwood (2014) in Canberra, Australia which investigated teacher's effectiveness, teachers' perceived role breadth and perceived self-efficacy in supporting students' mental health. They revealed that teachers' great role and impact was not only on teaching but also in the process of being concerned with and supporting students' mental health and well-being.

One main idea that derived from my study was that the feeling of confidence, reliance, trust of teachers, and good communication were important factors. Previous research suggested that these were not only important for academic success of students but also for the personal satisfaction of students (Aydoğan, 2011). Therefore, it is in the hands of the teachers to shape and affect students' lives by establishing good relationships between students and teachers. The good relationships will not only lead to increased academic success, motivation and desire to learn, but also, an increase in self-confidence and self-efficacy.

In addition, the results in my study revealed that for better student performance, the teachers' roles should be reevaluated. This finding corresponds to another study by Habaci et al. (2011). The findings in my study indicate that a positive teacher always devotes time and energy to encourage students, has good communication skills, and is helping and caring for them at all times. Also in the light of my qualitative research, the findings showed the long-term impact of teachers. Most of the senior high school students stated a long lasting impact of their primary school teachers which is a finding in line with the research on the long-term impacts of teachers (Friedman & Rockoff, 2011). The better the positive feedback from teachers, the better the teenager student relationships are. The quality of the student teacher relationship is so valuable that it affects the whole life of the teenager including the adulthood and their career. The current research emphasizes the critical

role of the teacher who has an impact not only in the classroom but also on everything that surrounds teaching and the teaching process. In short, the life and the environment of students are deeply affected by teachers.

In a study by Brooks et al. (2012), school, teachers, and family were tested for their correlation to risky behaviors of 15-year-old students. It was found that factors related to school and community played a greater role than family-related factors such as family affluence in their participation in health-related risk behaviors. Adolescents were positively associated with reduced risk behaviors if they had strong ties to school and community. The researchers indicated the importance of the wider community alongside parents and school as protective assets for health.

In a study of at risk students and resiliency, investigating the factors contributing to academic success, despite extraordinary factors, hardship and the presence of risk factors (Cavazos et al., 2010), some students developed characteristics and coping skills that enabled them to succeed. It was found that school and family were positive factors and enabled them to adapt to life's stresses and problems. In the current study, although the students had support from their families and support from the municipality courses, they still stated that they had a strong need of support from the teachers.

Finally, as compared with other factors, the results of the current study revealed the importance and impact of teachers on students in the educational process. These findings detail the burden laid upon the teachers. Good communication skills and the quality of the relationship of the teachers with students gave rise to better educational experience and therefore, better educated students. Furthermore, the quality of teacher student relationships affects students'

psychological states and health. In light of these findings, teachers should be taught effective communication techniques and effective personal relationships skills so future generations will have better communication skills and personal relationships.

5.2 Limitations and suggestions for future studies

Although many researches about teachers and teacher behaviors had been conducted, this study seems that it is one of the first examples of its kind. Researches using the perceptions of high school students have rarely been conducted in Turkey. Although there have been other studies in other places in the world, by obtaining the perceptions of the high school students, the amount of research is few and insufficient. This study is the first one that has been conducted after the 4+4+4 Educational Reform.

The findings in this study revealed the perceptions of high school students taken only from the district of Beykoz. Perceptions of students were obtained from students living in different locations in only that region. Turkey is a very big country having many cities. My study was only in Istanbul, in one district, Beykoz, with lower middle class students who have low socio-economic status level. All the students were from the State Anatolian Schools. I interviewed only students who were attending the courses in Tokatköy and Kavacık Buildings. I did not interview private high school students. Thus, the findings can not be generalized to the whole population. The educational backgrounds of the parents were very low although they emphasized the importance of education and wanted to help their children by providing morale and finances. Most of them pointed out that they supported their children by coming to the parent-teacher meetings. Most of the participants' parents

were from Black Sea cities. No particular references were made with respect to effects of migration in the participant group; however, it could have been different with different cultural groups. The results might have been different if the participants had migrated from other regions.

Further studies should be conducted with more students and data. I only interviewed 36 students. There were more girls than boys. Different results might be obtained from larger number of participants. Further studies should be done in other parts of Istanbul. The students' age level was from 15-19. The results might have been different if the participants had been from another age range. Further studies should be done with other age groups. The results might have been different if the participants had not been attending the supplementary courses of the municipality.

Although I paid a great deal of attention to eye contact, it was difficult to manage while writing data by hand. The results might have been different if the participants had been chosen randomly instead of using the snowball technique. Similar studies can be done among private school students or among middle or high socio-economic status level students.

Further studies can be conducted with students who have parents from different educational backgrounds. Although I tried to be objective and not be affected by my biases and emotions, I could not see my body language as there was no video recording data. My body language might have affected students as well. If all students had agreed to being recorded, the timing might have been different. I tried to note the gestures and visual clues of the students while recording. For those that did not agree to being recorded, the participants' gestures and visual clues would also have been included in the data and the data could have been richer.

5.3 Implications for teacher training

The study has potential implications for further research. Students see their teachers as role models and are affected by their behaviors very deeply. Some courses or psychological help can be given to the teachers (especially counseling sessions) to improve teachers' mental health and to understand teachers' needs. The feedback taken from students could lead to the creation of new programs and changes.

Moreover, there are many changes in the new 4+4+4 educational system and the appointment of the teachers and principals as well as the emotional, financial and physical conditions of the teachers. These conditions may affect teacher attitudes and perceptions of the students and therefore the results. This qualitative study suggests that the findings are a good representation of current teaching practices. Across the studies included in the synthesis, participant reports were consistent regarding the characteristics of effective teacher attitudes and their impact on their lives.

The teachers should be protected against burnout. They should receive in-service training on classroom management. Guidance counselors, in schools can provide consultation and contribute to the information session and skills trainings. Professional development courses and psychological help to teachers should be provided. Some students complained about the teachers who do not keep themselves current and don't use visual materials or technology. Some students described teachers who were being physically abusive but not being held responsible for it.

According to the students, a teacher should modernize herself or himself and must comply with the requirements of this generation. Moreover, many students complained about teachers using cellular phones during lessons. Since students are

not allowed to use their cellular phones during the lesson, the teacher should be an example for them.

Another criticism of teachers was about those just putting in time without teaching, just to get a salary every month. Another criticism was the teachers using some old Turkish vocabulary so that some students cannot understand the teacher properly. One common criticism was that the teaching was not suited to their levels and the teacher was not devoting time to them. Also the students complained that the teachers did not listen to the students and the students could not ask questions as the teachers would get very angry because of the questions and they would not answer them.

In addition, the teachers snubbed and scolded them. Finally, the most undesirable behavior of the teachers is that of condescension and abuse. The students told that they would never forget these types of behaviors. Therefore, the teachers should have some free counseling sessions and psychological courses that would help them to explore their own behaviors that would also help the students.

The ministry of education should make available courses especially for teachers that teach them how to use technology effectively (computers and smart boards). The teachers may be given some extra courses (vocational and professional). Also the teachers may benefit from less crowded classes and/or more free time to improve their psychological states. The number of consultation or counseling hours for teachers or students may be increased by appointing more counselors and more time. Pre-service teachers should have some free counseling sessions that will help and provide their needs.

Furthermore, by means of the research results, the areas and methodical research needed to improve teaching process as well as to improve teacher training programs can be identified and the quality of teaching can be improved. Getting the perceptions of the students to teacher attitudes will provide a background and resource for educating the teachers and to apply training innovation to develop new programs, improving teacher behaviors by understanding the teachers and their needs to improve their inner world and their psychological state. Giving teachers more personal time, improving working conditions with less crowded classes and in-service training will contribute to the personal development of the teachers. Finally, educational innovations may help them reduce their biases and prejudices.

5.4 Implications for the counseling field

In the counseling field, future studies can be operated by evaluating the needs and wishes of the students. Furthermore student perceptions can be noted about various kinds of teacher techniques and how they teach the subjects. By examining and analyzing student perceptions judgments, decisions and recommendations can be made for future innovations and with the help of this study, the counselors will understand the students better. In addition, ninth class students could have some orientation courses before they begin the high schools. Most of the students have an adaptation period and it is difficult for some of them to adjust to high schools. Many students could use counseling in adapting to high school, family problems, increasing their self-confidence, peer relations, and in their socializing process as there are many shy students. Counselors can be helpful to students, teachers, and parents in forming healthy relationships with the people in their environments and with each

other. Thus, this will lead to understand people better and having good relations with others such as parents, family, and peers.

On the other hand, students need counseling sessions for career or education. Depending on student needs, interests and talents, counselors and teachers can orient the students in the areas in which they lack information or in choosing a field. Besides some students who have some adaptation or psychological problems need support and guidance. They may have problems in studying effectively, time management, anger management, peer relations, test anxiety, concentration, and others. Counselors should give more emphasis to seminars, observing students and understanding their needs. They can also refer students who have behavioral disorders to specialists that can help them.

In addition, counselors can use questionnaires, surveys, time tables, some games to help students. Moreover, they can inform students about career choices and take them to different university campuses. Some specialists on various areas of interest may be invited to schools to give seminars. Many students expect teachers to fulfill these needs and they are disappointed.

Finally, counselors are very important persons who can bring light to student needs and expectations. They can help teachers, students, administrators, and parents. There can be group activities depending on the student needs or students.

5.5 Conclusion

This qualitative study was conducted to investigate the impact of teacher attitudes on students' lives by getting the students' perceptions. It analyzed effective teacher characteristics as well as negative teacher characteristics and how the attitudes of positive and negative teachers changed the lives and future of the students.

One conclusion of this study is that positive teachers changed the lives of the students emotionally by caring and showing love like a member of the family, listening to the students, devoting special time and attention, and solving family problems.

The findings in this study indicate that the psychological impact of teacher attitudes increased self-confidence and self-esteem of the students and motivation to learn by giving moral support.

Another conclusion in this study shows that as motivation increased, the positive teachers affected students academically and improved their school success by teaching responsibility and teaching also how to study and use time effectively. The results support that positive teacher attitudes have social impacts on students. These positive attitudes help the students socialize and encourage the students to read and spend their leisure time doing productive extracurricular activities, keeping the students away from developing harmful, bad habits.

Another result of positive teachers is that these teachers have an impact on career development, helping to choose their field (in the transition to high school or to university) directing and orienting to the best career choices, depending on students' talents and interests. In addition, the results indicate that positive teachers

have an ethical and moral impact by teaching with truth and fairness, good moral values, and encouraging students to think.

Another conclusion of positive teachers is they increase motivation to continue higher education and there are fewer drop-outs. Therefore it also has an economic impact that affects future lives. In this way, the positive teachers also prepare students for life.

The study showed that conversely, negative teachers cannot communicate well and without good communication skills end up humiliating, scolding, and displaying threatening kinds of behaviors. Such behaviors have negative impacts such as: decreasing the self-confidence and self-esteem of the students, reducing enthusiasm and motivation, destroying their psychology balance, lowering academic success and producing isolation. The results impact the future of the students.

Another conclusion that can be derived from this study is that students appreciate teachers who teach according to the levels or needs of the students, using demonstrations with good classroom management skills and good communicating skills. Students also appreciate teachers who keep pace with innovation and technology through improving themselves.

According to the students' perceptions, clothing of the teachers should be official without being distracting. Another conclusion depending on students' perceptions about posture suggests that a teacher should stand straight to show her self-confidence. Finally, the last result of this study reveals that the teacher should use body language effectively. Students appreciate eye contact, a soft tone of voice without shouting and finally, looks from teachers should be caring, loving and hopeful. On the basis of the results of this research, the findings showed that teachers

affect and shape students' lives academically, emotionally, psychologically, socially, morally, and economically.



APPENDIX A

THE INTERVIEW QUESTIONS IN TURKISH

Demografik sorular

- Sınıfı:

- Yaşı:

- Anne ve babanın mesleği:

- Nerede doğdunuz?

- Ne kadar zamandır bu yörede yaşıyorsunuz?

- Ebeveynleriniz göç ettiseler ne zaman göç ettiler?

- Ebeveynleriniz eğitim sürecinizde sizi destekliyor mu, veli toplantılarına katılıyorlar mı?

- Ebeveynleriniz sizi destekliyorlarsa nasıl destekliyorlar, anlatır mısınız?

Öğretmenlerle ilgili sorular

Hayatınızda sizi çok etkileyen (olumlu ve olumsuz) ya da hayatınızı değiştiren bir öğretmeniniz oldu mu, anlatabilir misiniz?

Sizin için neler değişti?

Bahsettiğiniz öğretmen kadın mı, erkek miydi?

Kendisi ne zaman öğretmeniniz oldu?

Bahsettiğiniz öğretmenin karakteri nasıldı?

Bu öğretmeniniz ile iletişiminiz nasıldı? Size böyle düşündüren nelerdir?

Öğretmeniniz size özel zaman ayırıyor muydu?

Sizce size en yakın hissettiğiniz öğretmen kimdir ve neden? İsim vermeden özelliklerini anlatır mısınız?

Sizce size en uzak olan öğretmeniniz kimdir ve neden? İsim vermeden özelliklerini anlatır mısınız?

Size göre öğretmen kimdir?

Bir öğretmenin rolü veya rolleri ne olmalıdır?

Sizce bir öğretmenin sosyal katkıları ve davranışları nasıl olmalıdır?

Sizce en etkili ya da ideal öğretmen özellikleri nelerdir?

Sizce bir öğretmenin giyinişi, duruşu, vücut dili, ses tonu, bakışı nasıl olmalıdır?

APPENDIX B

INFORMED CONSENT FORM FOR PARENTS

(ARAŞTIRMA İÇİN KATILIMCININ BİLGİ VE ONAM FORMU)

Sayın Veli,

Boğaziçi Üniversitesi Psikolojik Rehberlik ve Danışmanlık Bölümü yüksek lisans öğrencisi R. Sibel Yolak “Ergenlerin Öğretmen Davranışları Algılarını ve Öğretmen Davranışlarının Öğrencilerin Hayatları Üzerindeki Etkilerinin İncelenmesi” adı altında bilimsel bir araştırma projesi yürütmektedir.

Bu çalışmanın amacı lise öğrencilerinin öğretmen davranışları algıları ve öğretmen davranışlarının öğrenciler üzerindeki etkisini incelemektir. Bu amaçla lise öğrencileri ile bire bir yüz yüze görüşmeler yapılacaktır. Mülakatlar bir devlet lisesinde okuyan gönüllü lise öğrencileri gençler ve velilerinden de izin formları doldurularak imzaları alınarak yapılacaktır. Bu araştırma Boğaziçi Üniversitesi Etik Kurulu onayı ile yapılacaktır. Bu çalışmada bize yardımcı olmanız için siz gençlerimizi ve velilerimizi projemize davet ediyoruz. Araştırmaya katılmayı kabul ettiğiniz takdirde siz sayın velilerden çocuklarınıza mülakat yapmak için izin talep ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp bize ulaştırınız.

İsminiz ve bu bilgiler tamamen gizli tutulacaktır. Çocuklarınızın çalışmaya katılması tamamen isteğe bağlıdır. Çalışma 60-90 dakikalık yüz yüze mülakat ile araştırmacının ihtiyaç duyması ve öğrencinin buna ayıracağı zamanının olması durumunda tamamlayıcı olarak ikinci bir mülakat olasılığını içermektedir. R. Sibel Yolak tarafından toplanan bilgiler kendisinin yüksek lisans tezinin verilerini oluşturacaktır. Öğrencilerden görüşme dışında hiç bir şey talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. İsteddiğiniz zaman çalışmaya katılmaktan vazgeçebilirsiniz. Bu durumda çocuğunuzdan almış olduğumuz mülakat örneği imha edilecektir. Yapmak istediğimiz araştırmanın öğrencilere bir risk getirmesi beklenmemektedir. Araştırmanın ileride gençlerin algılarını ölçmek ve eğitim kalitesini yükseltmek amacıyla öğretmen eğitiminin geliştirilmesine yarar sağlaması muhtemeldir.

Bu arařtırmaya katılmak tamamen isteęe baęlıdır. Katıldığınız takdirde alıřmanın herhangi bir ařamasında herhangi bir sebep gstermeden onayınızı ekmek hakkına da sahiptir. Bu arařtırmada sonuların toplu olarak deęerlendirileceęini ve bilgilerin kimlięi belli edebilecek tm bilgilerden tamamen arındırılacaęını vurgulamak istiyoruz. Bu alıřmaya katılım tamamen gnll olup ocuęunuz mlakattan ve alıřmadan istedięi zaman ve herhangi bir yaptırım olmaksızın geri ekilebilir. Ayrıca ocuęunuz sorulardan yanıtlamak istemedięi bir tanesi olursa onu atlayıp dięerlerini cevaplamayı tercih edebilir. Arařtırma raporlarında isimlerin veya kimlikleri belli edecek herhangi bir belirleyici kiřisel zellięinin yer almayacaęınızı bilmeniz nemlidir. Tez, rapor, sunum veya yayınlarımızda verdięiniz bilgilerle katılımcıların kimlikleri hibir zaman iliřkilendirilmeyecektir.

Mlakat sırasında ses kayıt cihazı kullanacaęını bilmeniz nemlidir. Ltfen mlakatların birinin veya hibirinin kaydedilmemesini isterseniz bana syleyin. Tm bilgiler kimlik bilgilerinden ayrılmıř bir Őekilde kilitli bir dolapta muhafaza edilecek ve tm ses kayıtları veri analizi ve tezin tamamlanması sonrasında imha edilecektir. Bu formu imzalamadan nce, alıřmayla ilgili sorularınız varsa ltfen sorun. Bu alıřmayla ilgili daha sonra herhangi bir sorunuz olursa Boęazii niversitesi Psikolojik Rehberlik ve Danıřmanlık Yksek lisans ęrencisi R. Sibel Yolak (E-posta: renetasibelyolak@gmail.com, Tel: 0538 2007565) veya arařtırmacının akademik tez danıřmanı Boęazii niversitesi ęretim grevlisi Dr. Sibel Akmehmet Őekerler (E-posta: akmehmet@boun.edu.tr, Tel: (212) 359 4616) ile irtibata geebilirsiniz.

Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir kopyasını aldım.

alıřmaya katılmayı kabul ediyorum.

Katılımcı Adı-Soyadı:.....

İmzası:.....

Tarih (gn/ay/yıl):...../...../.....

Ses kaydını kabul ediyorsanız imzalayın:.....

18 YAŐ ALTI KATILIMCILAR İİN:

Katılımcının VELİSİNİN Adı-Soyadı:.....

İmzası:.....

Tarih (gn/ay/yıl):...../...../.....

Ses kaydını kabul ediyorsanız ltfen imzalayın:.....

APPENDIX C

INFORMED CONSENT FORM FOR STUDENTS

ARAŐTIRMA İÇİN KATILIMCININ BİLGİ VE ONAM FORMU

Sayın Genç,

Boğaziçi Üniversitesi Psikolojik Rehberlik ve Danışmanlık Bölümü yüksek lisans öğrencisi R. Sibel Yolak “Ergenlerin Öğretmen Davranışları Algılarını ve Öğretmen Davranışlarının Öğrencilerin hayatları üzerindeki etkilerinin İncelenmesi” adı altında bilimsel bir araştırma projesi yürütmektedir.

Bu çalışmanın amacı lise öğrencilerinin öğretmen davranışları algıları ve öğretmen davranışlarının öğrenciler üzerindeki etkisini incelemektir. Bu amaçla lise öğrencileri ile bire bir yüz yüze görüşmeler yapılacaktır. Mülakatlar bir devlet lisesinde okuyan gönüllü lise öğrencileri gençler ve velilerinden de izin formları doldurularak imzaları alınarak yapılacaktır. Bu araştırma Boğaziçi Üniversitesi Etik Kurulu onayı ile liselerde yapılacaktır. Bu çalışmada bize yardımcı olmanız için siz gençlerimizi ve velilerimizi projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp bize ulaştırınız.

Çalışma 60-90 dakikalık yüz yüze mülakat ile araştırmacının ihtiyaç duyması ve sizin buna ayıracak zamanınızın olması durumunda tamamlayıcı olarak ikinci bir mülakat olasılığını içermektedir. R. Sibel Yolak tarafından toplanan bilgiler kendisinin yüksek lisans tezinin verilerini oluşturacaktır.

Bu çalışmaya katılım tamamen gönüllü olup mülakattan ve çalışmadan istediğiniz zaman ve herhangi bir yaptırım olmaksızın geri çekilebilirsiniz. Ayrıca sorulardan yanıtlamak istemediğiniz bir tanesi olursa onu atlayıp diğerlerini cevaplamayı tercih edebilirsiniz. Araştırma raporlarında isminizin veya kimliğinizi belli edecek herhangi bir tanımlayıcı kişisel özelliğinizin yer almayacağını bilmeniz önemlidir. Tez, rapor, sunum veya yayınlarımızda verdiğiniz bilgilerle isminiz hiçbir zaman ilişkilendirilmeyecektir. İsteddiğiniz herhangi bir zaman hiçbir yaptırıma tabi tutulmaksızın bir soruyu yanıtlamamayı ve veya mülakata son vermeyi tercih edebilirsiniz.

Mülakat sırasında ses kayıt cihazı kullanacağımı bilmeniz önemlidir. Lütfen mülakatların birinin veya hiçbirinin kaydedilmemesini isterseniz bana söyleyin. Tüm bilgiler kimlik bilgilerinden ayrılmış bir şekilde kilitli bir dolapta muhafaza edilecek ve tüm ses kayıtları veri analizi ve tezin tamamlanması sonrasında imha edilecektir. Yapmak istediğimiz araştırmanın size herhangi bir risk getirmesi beklenmemektedir. Araştırmanın ileride gençlerin algılarını ölçmek ve eğitim kalitesini yükseltmek amacıyla öğretmen eğitiminin geliştirilmesine yarar sağlaması muhtemeldir. Bu formu imzalamadan önce, çalışmayla ilgili sorularınız varsa lütfen sorun. Bu çalışmayla ilgili daha sonra herhangi bir sorunuz olursa Boğaziçi Üniversitesi Psikolojik Rehberlik ve Danışmanlık Yüksek lisans öğrencisi R. Sibel Yolak (E-posta: renetasibelyolak@gmail.com, Tel: 0538 2007565) veya araştırmacının akademik tez danışmanı Boğaziçi Üniversitesi öğretim görevlisi Dr. Sibel Akmehmet Şekerler (E-posta: akmehmet@boun.edu.tr, Tel: (212) 359 4616) ile irtibata geçebilirsiniz.

Bana anlatılanları ve yukarıda yazılanları anladım. Bu formun bir kopyasını aldım. Çalışmaya katılmayı kabul ediyorum.

Katılımcı Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Ses kaydını kabul ediyorsanız imzalayın:.....

Varsa Veli/Vasinin adı soyadı

İmzası:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Ses kaydını kabul ediyorsanız imzalayan.....

APPENDIX D
İNAREK APPROVAL

BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) Toplantı Tutanağı
2015/01

16.02.2015

Reneta Sibel Yolak
Boğaziçi Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü 34342- Bebek/ İstanbul
renetasibelyolak@gmail.com

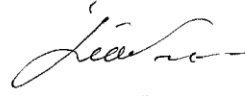
Sayın Araştırmacı,

"Ergenlerin Öğretmen Davranışları Algılarının ve Öğretmen Davranışlarının Öğrencilerin Hayatları Üzerindeki Etkilerinin İncelenmesi" başlıklı projeniz ile yaptığınız Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) 2015/26 kayıt numaralı başvuru 16.02.2015 tarihli ve 2015/01 sayılı kurul toplantısında incelenerek etik onay verilmesi uygun bulunmuştur.

Saygılarımızla,



Prof. Dr. Hande Çağlayan (Başkan)
Moleküler Biyoloji ve Genetik Bölümü,
Fen-Edebiyat Fakültesi, Boğaziçi Üniversitesi,
İstanbul



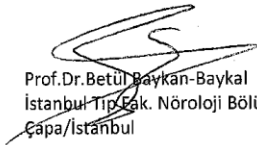
Yrd. Doç. Dr. Özgür Kocatürk
Biyo-Medikal Mühendisliği Enstitüsü
Boğaziçi Üniversitesi,
İstanbul



Prof. Dr. Yeşim Atamer
İstanbul Bilgi Üniversitesi
Hukuk Fakültesi
İstanbul



Doç. Dr. Özlem Hesapçı
İktisadi ve İdari Bilimler Fakültesi,
İşletme Bölümü, Boğaziçi Üniversitesi,
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Prof. Dr. Betül Baykan-Baykal
İstanbul Tıp Fak. Nöroloji Bölümü
Çapa/İstanbul



Yrd. Doç. Dr. Ekin Eremsoy
Psikoloji Bölümü, Doğuş Üniversitesi,
İstanbul

APPENDIX E
MUNICIPALITY APPROVAL



T.C. BOĞAZIÇI ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
Eğitim Bilimleri Bölümü

Sayı: 732440392-302-99/ 2016 - 56

26 Şubat 2016

İSTANBUL BEYKOZ BELEDİYESİ BAŞKANLIĞI'NA,

Boğaziçi Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Anabilim Dalı çerçevesinde Rehberlik ve Psikolojik Danışmanlık ve Yetişkin Eğitimi alanlarında uzmanlık eğitimi veren lisansüstü programları bulunmaktadır.

Lisansüstü öğrencilerimiz programlarımızın zorunlu bir parçası olarak yüksek lisans tezi yazacaklardır. Rehberlik ve Psikolojik Danışmanlık yüksek lisans öğrencimiz R. Sibel Yolak yüksek lisans tezi çerçevesinde " Ergenlerin Öğretmen Davranışları Algılarını ve Öğretmen Davranışlarının Öğrencilerin Hayatları Üzerindeki Etkilerinin İncelenmesi" konulu bir çalışma yürütmektedir.

Adı geçen çalışma için öğrencimizin aşağıda belirtilen yerlerde araştırmasını yapabilmesi için gerekli izin verilmesini arz ederim.

Yerler: 1. Tokatköy Hizmet Binası

2. Kavacak Hizmet Binası

Saygılarımla,

Yrd. Doç. Dr. Sibel Akmehtmet Şekerler

Eğitim Bilimleri Bölümü Akademik Tez Danışmanı

BEYKOZ BELEDİYE BAŞKANLIĞI
Yazı İşleri Müdürlüğü
Sayı: 62(998977)5417
Tarih: 29. 02. 2016
Eki: 6

Ek: Katılımcılara sorulacak soruların listesi

BEYKOZ
BELEDİYE BAŞKANLIĞI
KÜLTÜR VE SOSYAL İŞLER MÜDÜRLÜĞÜ

SAYI : 187

TARİH: 29.02.2016

EKİ : 2

Uygundur


Adem ÇALIŞKAN
Kültür ve Sosyal İşler Müdürü

APPENDIX F

DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS

Table 1

P	Age/ Grade Level	Gender	Mother/ Father Profession	Place of Birth of the student	Duration of living in Beykoz	If parents immigrated how many years ago and from where	Parents attending parent- teacher Meetings	How parents support them
1	15; 1	F	Housewife / Self employed	Istanbul	15	20; out of Istanbul	Mother	Mother, grandmother
2	15; 1	F	Housewife / Employee	Istanbul	15	20; out of Istanbul	Both	Both
3	15; 1	M	Housewife / Employee	Out of Istanbul	15	15; out of Turkey	Both	Both
4	17; 4	F	Housewife / Employee	Istanbul	17	17; out of Istanbul	Both	Both
5	18; 4	F	Housewife / Employee	Istanbul	18	18; out of Istanbul	Both	Both
6	16; 2	M	Housewife / Employee	Out of Istanbul	16	17; out of Istanbul	Father	Both
7	18; 4	F	Housewife / Employee	Istanbul	18	18; out of Istanbul	Mother	Both
8	17; 4	M	Housewife / Self employed	Istanbul	17	20; out of Istanbul	Both	Both
9	16; 2	M	Employee / Employee	Istanbul	16	20; out of Istanbul	Both	Both
10	18; 4	F	Housewife / Employee	Istanbul	17.5	30; out of Istanbul	Mother	Both
11	18; 4	F	Housewife / Employee	Istanbul	18	20; out of Istanbul	Father	Both
12	16; 2	F	Employee / Employee	Istanbul	16	20; out of Istanbul	Both	Both
13	17; 3	F	Housewife / Self employed	Istanbul	17	17; out of Istanbul	Both	Both

14	16; 1	F	Housewife /Deceased	Istanbul	16	25; out of Istanbul	Mother	Mother
15	17; 4	M	Housewife / Retired	Istanbul	17	70; out of Istanbul	Mother	Both
16	17; 4	F	Housewife / Employee	Istanbul	17	17; out of Istanbul	Father	Both
17	15; 1	M	Housewife / Self employed	Istanbul	15	15; out of Istanbul	Mother	Both
18	15; 1	M	Housewife / Self employed	Out of Istanbul	15	15; out of Istanbul	Mother	Both
19	17; 3	M	Housewife / Employee	Istanbul	8	20; out of Istanbul	Mother	Both
20	16; 2	M	Housewife / Employee	Istanbul	16	20; out of Istanbul	Both	Both
21	19; 4	M	Employee / Employee	Istanbul	19	None	None	Both
22	15; 1	M	Housewife / Self Employed	Istanbul	15	None	Mother	Both
23	17; 3	F	Housewife / Retired	Istanbul	4	30; out of Istanbul	Both	Both
24	17; 3	M	Employee / Employee	Out of Istanbul	3	3; out of Istanbul	Both	Both
25	17; 3	F	Housewife / Retired	Istanbul	17	70; out of Istanbul	Both	Both
26	17; 3	M	Housewife / Employee	Istanbul	16	16; out of Istanbul	Mother	Both
27	17; 4	F	Housewife / Self employed	Istanbul	17	17; out of Istanbul	Mother	Both
28	15; 1	F	Housewife / Employee	Istanbul	15	15; out of Istanbul	Both	Both
29	15; 1	F	Housewife / Employee	Istanbul	15	None	Mother	Both
30	16; 2	M	Housewife / Employee	Istanbul	15	None	Both	Both

31	17; 3	F	Housewife / Employee	Istanbul	17	None	Father	Both
32	16; 2	M	Housewife / Employee	Istanbul	16	20; out of Istanbul	Both	Both
33	17; 3	F	Housewife / Employee	Istanbul	17	None	Mother	Both
34	16; 2	F	Housewife / Employee	Istanbul	16	None	Both	Both
35	17; 3	F	Housewife / Employee	Istanbul	17	None	Mother	Both
36	16; 2	F	Housewife / Employee	Istanbul	16	None	Father	Both



APPENDIX G

ORIGINAL TURKISH TEXT FROM INTERVIEWS

Excerpt 1- Din öğretmenim çok olumlu öğretmendi. Tüm hayata bakış inancımı değiştirdi... Körü körüne bilgiler vermez düşünmeyi teşvik ederdi. Bana felsefeyi o sevdirdi. İnancımı değiştirdi. Beni sürekli övdü.

Excerpt 2- Notlarım yükseldi. Çalışmaya başladım.

Excerpt 3- Anne kız ilişkisi vardı.

Excerpt 4- Olumlu olarak ilkokul öğretmenim. Beş sene boyunca geldi ve bana çok şey kattı. Onun sayesinde öğretmen olmak istiyorum. Ders anlatırken kendi hayatından örnekler verdi. Okulu sevdirdi. Ders dışında sinemaya götürdü. Güven duygusu hissettim. Güven duygusunu öğrendim.

Excerpt 5- Ortaokulda Fen öğretmenim manevi yönden çok destekledi. Dertlerimi dinler, özel zaman ayırır, sorunlarımı dinleyerek ilgilenirdi. Direkt iletişim kurmuştu. Güven duygusu verdi. Annemden daha yakındı. İnsan olarak dersi sevmediğim halde öğretmenin davranışı sayesinde dersi sevmeye başladım. Hala görüşüyorum. Matematik geometri sorunum olursa yardım ediyor. Konuşmaya gidiyorum.

Excerpt 6- Çok iyi. Her zaman yardımcı olacağını hissettiriyordu. İrtibat kopmadı. Hala görüşüyoruz. Bana meslek seçimi için yardım ediyor.

Excerpt 7- Ben şiddete meyilliydim. Derslerden okuldan törenden kaçıyordum. Bir gün okuldan kaçmaya çalışırken sınıftaki 40 arkadaşım beni çevrelemiş okuldan kaçmamı engellemişti. Etrafımdaki çemberden kaçamadım. Her gün annemi okula çağırıyor benimle ilgileniyordu. Ban hep sarılır, canım cicim der, sevgi dolu olarak öper kucağına alırdı. Duygusal, çocukların seviyesine inen, okumayı sevdiiren. Hemen okuyamadığım için yetersizlik duygum çok fazlaydı. Gözleri hemen duygulanırdı. Okumayı öğreten öğretmendir. Bütün kötü huylarımı onun sayesinde bıraktım. Birkaç arkadaşımı kanatmıştım ama artık yapmıyorum.

Excerpt 8- 5. Sınıfta gelen kadın öğretmen. Gezilere götürüyor param olmayınca para veriyordu. Darüşafakka sınavlarına girmemi yönlendirdi. Derste aktif olmamı konuşmamı sağladı. İlköğretim 6. ve 7. sınıfta sınıf öğretmenim de çok olumluydu. Erkek öğretmen canayakın, çalışmaya yönlendiren, sorumluluk veren, ilgilenen, vakit ayıran iletişimi kuvvetli olumlu bir öğretmendi.

Excerpt 9- Çok iyi. İstedigimi sorabiliyordum. Bizimle çok ilgiliydi. Her türlü yardım ediyordu yani.

Excerpt 10- Olumlu oldu. Bana dersi sevdirdi. İlkokul bir de okula gitmek istemiyordum. Annemi istiyordum. Çok sabırlı davrandı. Oldukça yaramazdım.

Excerpt 11- Hoca beni aşağıladı. Beni kötümser yaptı. Şiddet görmemi sağladı. Fen dersinden nefret ediyorum. Psikolojimi değiştirerek Fen dersine çalışma isteğimi zedeledi.

Excerpt 12- 6. Sınıfta bir Türkçe öğretmenim vardı. Bana takmıştı. Herkesle uğraşıyordu. Sınavda beni öğretmen masasının karşısına aldı. İlk soruyu boş bırakmışım. A ve D seçeneği arasında kalmışım. Hoca da sınavları kontrol ediyordu. Kağıdım düştü. Tam eğildim çabuk kağıdını ver dedi. Bağırды. Kopya çekiyordun dedi. Ben sana güvenmişim bunu nasıl yaparsın dedi. Kağıdımı aldı. Kağıdı yırttı. Çöpe attı. Sana “Perşembe günü çok zor bir sınav yapacağım” dedi. Beni dinlemedi. Sadece bağırıp hırpaladı. Kendimi çok kötü hissettim. Kelimeler boğazıma saplandı. Öğrencileri döverdi. Bazı öğrencilere takıyordu. Anneme telefon açtım. Her öğretmenle aram iyiydi. Annem ve ablam okula geldi. Çok ağladım. Müdür onu tuttu. Şikâyet edildiği halde bir şey olmadı. Ablam kardeşim yalan söylemez dedi. Olumsuz. Öyle olumsuz ki etkisinden yıllarca kurtulamadım. Hala bile anlatırken gözlerim yaşlanıyor. Haksızlık yapan bir öğretmendi.

Excerpt 13- İlkokul bir de hayatımı tümüyle değiştiren kafamda cetvel kıran bir öğretmenim oldu. Dövüyordu ve ailenize söylemeyin diye tehdit ediyordu.

Excerpt 14- Hiçbir öğretmenim bana yakın olmadı. Bana hepsi uzak.

Excerpt 15- Öğretmen bana hep aşağılayıcı sözler söyledi. Şiddet uygulayan, öğrencileri aşağılayan öğretmen.

Excerpt 16- Beni kötümser yaptı. İlk kez şiddete tanık oldum. Türkçe derslerinden nefret ettim.

Excerpt 17- Öğretmen soru sorunca hep bağırır. Notu kıttır. Sinirlidir. Öğrenci anlamayınca ya da sorunca bağırmaya başlar.

Excerpt 18- Bana özel ilgi gösterdi. Beni seviyor, gülümsüyor ve ilgili.

Excerpt 19- Kimya öğretmeni ilgilenmiyor, ilgisiz, işini sadece para için yapıyor.

Excerpt 20- Öğretmen öğretendir. Öğretmiyorsa öğretmen olmasın. Herkes öğretmen olamaz. Öğretmen olmak bazı özellikler gerektirir. En önemlisi de öğrencileri sevmek ve öğretmeyi sevmektir.

Excerpt 21- Öğretmen öğretmeye hevesli olmalı, öğrencileri sevmeli.

Excerpt 22- Öğretmen öğretmeyi seven kişi.

Excerpt 23- Öğretmen sevgi ve ilgi gösteren kişidir.

Excerpt 24- Öğretmen öğretmeyi seven, arkadaş, aileden biri gibi olmalı.

Excerpt 25- Aile bireyleri gibi sorunlarımızı paylaştığımız kişidir.

Excerpt 26- Öğretmen öğrencilerin seviyesini tespit edip ona göre öğretendir.

Excerpt 27- İyi iletişim becerileri ile nasıl davranması gerektiğini bilen kişi.

Excerpt 28- Öğretmen kendisini dinleten kişidir.

Excerpt 29- Öğretmen derslerden sonra da öğrenciye yakın olmalı.

Excerpt 30- Bilgili olmalı.

Excerpt 31- Öğrencilerin hayatını değiştiren kişidir.

Excerpt 32- Yargılamadan, bağırmadan öğreten kişi. Hakaret etmemeli.

Excerpt 33- Öğretmen sadece öğreten değil, ayrıntılı olarak örneklerle gösteren, öğrencilerin dilinden anlayan, herkese eşit davranan, dersi eğlenceli ve anlayışlı hale getirip, kişisel ve sınıf problemlerini çözerek zaman ayıran, yeniliklere ayak uydurandır.

Excerpt 34- Dersi ilgi çekici yapmalı, sıkıcı olmamalı.

Excerpt 35- Aşağılamamalı, herkes hata yapabilir. Hoşgörülü, ilgili, arkadaşça ve iletişim kurabilen olmalı.

Excerpt 36- Öğretmen adaletli olmalı.

Excerpt 37- Bir öğretmen her öğrenciyi iyi tanıyabilmeli. Öğrenci farklılıklarını görmeli ona göre davranmalı.

Excerpt 38- Öğretmen sadece formüllerle değil, mantıksal olarak anlatan, sadece müfredatı uygulayan değil, hayatta da yol gösteren samimi arkadaş gibi.

Excerpt 39- Öğretmen hata yapınca öğrencileri cezalandırmamalı. Hoşgörülü olmalı. Herkes hata yapabilir.

Excerpt 40- Mizah duygusu olmalı. Güncel olmalı. İletişimi iyi olmalı.

Excerpt 41- Bence öğretmen arkadaş canlısı olacak kesinlikle. Arkadaş gibi yaklaşacak. Her türlü yaş ortamına uyum sağlayabilecek.

Excerpt 42- Okuma grupları, spor, tiyatro, piknik ve müze gibi çeşitli sosyal faaliyetleri teşvik etmelidir.

Excerpt 43- Geziye götürebilir. Yarışmalarda destekleyebilir ve proje yapmayı teşvik edebilir.

Excerpt 44- Piknik olabilir, Futbol. Bizimle futbol oynayabilir. Bir kafeye gidebiliriz

Excerpt 45- Kitap okumayı sevdirdi. Kitap okumamı aşıladı. Okula kütüphane açtı. Ücretsiz kitaplar verdi. Kütüphane kolu oldum. Üç yıl boyunca kitap okumayı çok sevdirdi. Hala kitap okuyorum. En çok kitap okuyan öğrenci seçildim. Kendime güvendim. Düzenli ve planlı ders çalışmayı öğretti. Tiyatro gibi sosyal etkinliklere götürdü.

Excerpt 46- Sosyalleşmek için yardımcı olmalı. Öğrencinin ilgi alanına göre mesleki seçimine yardımcı olmalı. Gezilere götürmeli.

Excerpt 47- Bize örnek olmalı.

Excerpt 48- Resmi olmalı. Takım elbise.

Excerpt 49- Rahat ve sportif.

Excerpt 50- Fark etmez.

Excerpt 51- Öğretmen giysisi dikkat dağıtmamalı. Ders anlatırken çarpıcı renklere gözüm takılıyor, giysiyi düşünmeye başlıyorsun. Üstünü başını çekiştiren öğretmenler de çok dikkat çekiyor.

Excerpt 52- O kadar kötü giyimliydi ki annem veli toplantısına gittiğinde onun öğretmen olduğunu bile anlamadı.

Excerpt 53- Sempatik.

Excerpt 54- Çok önemli. Vücut dili ve mimikleri, ellerini nasıl kullanacağını bilmeli.

Excerpt 55- Mimikleri de çok dikkat dağıtıcı olmamalı. Tuhaf mimikleri olanlar ve göz kırpanlar var.

Excerpt 56- Bağırmadan yumuşak ses tonu olmalı.

Excerpt 57- Şefkatli, korkutucu olmasın. Göz teması kurmalı.

APPENDIX H

INFORMATION ON LITERACY IN BEYKOZ

Okuma yazma durumu ve cinsiyete göre il/ilçe merkezleri nüfusu (15 +yaş) – 2014

**İstanbul
Beykoz**

Okuma yazma durumu	Toplam	İl/İlçe merkezi	
		Erkek	Kadın
Okuma yazma bilmeyen	6.149	861	5.288
Okuma yazma bilen	186.304	94.949	91.355
Bilinmeyen	3.327	1.710	1.617
Toplam	195.780	97.520	98.260

Yabancılar kapsama alınmamıştır.

FROM THE TURKISH STATISTICAL INSTITUTE

TÜRKİYE İSTATİSTİK KURUMU

ADRESE DAYALI NÜFUS KAYIT SİSTEMİ (ADNKS) VERİ TAB

APPENDIX I

INFORMATION ON EDUCATION LEVEL IN BEYKOZ

Bitirilen eğitim düzeyi, cinsiyet ve yaş grubuna göre il/ilçe merkezleri nüfusu – 2014

İstanbul

Beykoz

İl/İlçe merkezi

Yaş grubu	Cinsiyet	Okuma yazma bilmeyen	Okuma yazma bilen fakat bir okul bitirmeyen	İlkokul	İlköğretim	Ortaokul veya dengi
'6-13'	Erkek	40	7.130	6.708	3	24
	Kadın	20	6.579	6.427	1	26
'14-17'	Erkek		76	257	3.543	3.779
	Kadın	1	92	194	3.441	3.398
'18-21'	Erkek	6	184		3.182	24
	Kadın	13	177		2.231	11
'22-24'	Erkek	18	119		1.621	2
	Kadın	21	179		1.433	6
'25-29'	Erkek	40	158	256	1.737	340
	Kadın	77	239	812	1.780	286
'30-34'	Erkek	47	144	1.378	1.221	1.290
	Kadın	56	146	2.659	1.014	1.126
'35-39'	Erkek	34	64	1.702	1.412	1.219
	Kadın	56	91	3.187	1.176	1.059
'40-44'	Erkek	35	51	1.871	1.780	1.477
	Kadın	71	105	3.551	1.325	1.258
'45-49'	Erkek	40	41	1.725	1.567	1.356
	Kadın	148	184	3.511	959	964
'50-54'	Erkek	44	64	2.585	1.080	1.106
	Kadın	344	363	3.985	684	637
'55-59'	Erkek	71	85	2.900	481	847
	Kadın	564	549	3.204	287	415
'60-64'	Erkek	77	103	2.366	170	493
	Kadın	612	547	2.153	109	236
'65 +'	Erkek	449	633	3.972	57	516
	Kadın	3.325	1.468	3.429	36	337
	Toplam	6.209	19.571	58.832	32.330	22.232

Yaş grubu	Cinsiyet	Lise veya dengi	Yüksekokul veya fakülte mezunu	Yüksek lisans mezunu	Doktora mezunu	Bilinmeyen	Toplam
'6-13'	Erkek					34	13.939
	Kadın					38	13.091
'14-17'	Erkek	33				10	7.698
	Kadın	44				7	7.177
'18-21'	Erkek	4.200	386			16	7.998
	Kadın	4.753	591			23	7.799
'22-24'	Erkek	2.492	1.449	8	1	63	5.773
	Kadın	2.046	1.871	11		68	5.635
'25-29'	Erkek	4.313	2.863	190	6	325	10.228
	Kadın	3.417	3.062	226	18	195	10.112
'30-34'	Erkek	4.037	2.387	234	36	208	10.982
	Kadın	3.120	2.442	286	31	120	11.000
'35-39'	Erkek	3.638	1.903	301	42	138	10.453
	Kadın	2.762	1.972	262	45	108	10.718
'40-44'	Erkek	2.983	1.593	284	55	144	10.273
	Kadın	1.987	1.387	226	65	119	10.094
'45-49'	Erkek	2.351	1.299	310	72	120	8.881
	Kadın	1.499	962	201	59	130	8.617
'50-54'	Erkek	2.009	974	189	76	140	8.267
	Kadın	1.193	602	108	59	143	8.118
'55-59'	Erkek	1.146	880	168	70	171	6.819
	Kadın	674	424	72	32	155	6.376
'60-64'	Erkek	528	602	96	47	111	4.593
	Kadın	356	260	32	26	127	4.458
'65 +'	Erkek	603	711	139	70	270	7.420
	Kadın	512	296	41	25	424	9.893
	Toplam	50.696	28.916	3.384	835	3.407	226.412

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ADRESE DAYALI NÜFUS KAYIT SİSTEMİ (ADNKS) VERİ TABANI

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