



## Undesired behaviors of secondary school teachers and their effects on students

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**Abstract.** The aim of this study is to reveal undesired behaviors of secondary school teachers and their effects on students from the students' point of view. The participants were ninety-six students. The study was designed as a case study, and the data which was obtained through focus group interviews analyzed with content analysis method. According to findings, the undesired behaviors of secondary school teachers were categorized under four themes as (i) undesired teacher behaviors related to teaching and learning process, (ii) undesired teacher behaviors related to teacher-student interaction, (iii) undesired teacher behaviors related to behavior management, and (iv) the effects of these behaviors on students. It is concluded that secondary school teachers could show undesired behaviors in the dimensions of teaching-learning process, student-teacher interaction, and behavior management. These behaviors also had negative reflections on students' willingness to communicate and on their learning.

**Keywords:** Undesired behavior, teacher behavior, classroom management

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### INTRODUCTION

To efficiently solve the problems in classrooms and to successfully maintain the process of teaching and learning both depend on teachers' having a good classroom management skills. The behaviors exhibited by teachers inside and outside the classroom may have effects on students' attitudes and behaviors. These behaviors may play a role in improving or preventing the student attitudes, student achievement and student motivation towards courses. Problem behaviors are among the major classroom management problems that disrupt the teaching and learning process. Although many studies have been conducted on what problem behaviors are, their causes and the strategies used to deal with these negative problems, it is known that most of these studies focus on students' problem behaviors. These studies often see students as the source of the problem behaviors and ignore the fact that teachers themselves may be the source of these problems. (Kearney, Plax, Hayes and Ivey, 1991a). On the other hand, previous findings suggest that the source of the behaviors that adversely affect the components of the teaching process such as negative motivation, underachievement, the lack of positive attitudes and absenteeism may be teacher behaviors. (Banfield, 2003; Kearny et. al., 1991a; Lewis and Riley, 2009; Mansson, Frisby and Sidelinger, 2018; Memişoğlu, 2005; Toale, 2011).

Undesired teacher behaviors are defined as those behaviors that have negative effects on teaching activities, students' learning and student motivation (Kearney et. al., 1991a). Lewis and Riley (2009) describe undesirable teacher behaviors as a product of educational conceptualization that harms students physically and psychologically using inappropriate teaching strategies to control the classroom. One of the first and most comprehensive studies to draw attention to teachers' undesired behaviors was carried out by Kearney et al. (1991a). Based on the students' perceptions, this study focused on 28 different undesirable teacher behaviors and three different types of teachers were developed: "incompetence", "indolence" and "offensiveness". Incompetence type of teachers generally perform the following activities in the teaching and learning process: boring or confusing lectures, unfair grading of the examinations, providing incomplete or excessive information on the subject to be taught. Major examples of the indolence teacher behaviors include being late for the courses or not coming to class, being unprepared for the classes and forgetting assignments or exam dates. The followings are some examples of the behaviors of offensive teachers: verbal abuse, arbitrary rules, sexual harassment, negative personality and discrimination among students. Lewis and Riles (2009) categorized

undesired teacher behaviors into two sub-groups, namely, legal undesired teacher behaviors and illegal undesired teacher behaviors. The latter type of behaviors include physical or sexual abuse whereas the former type includes such behaviors as scolding, criticizing or mocking students. Goodboy and Myers (2015) updated the typology of undesired behaviors developed by Kearney et al. (1991a) and grouped these teacher behaviors under three subgroups of antagonism, lectures and articulation. Like in offensive type of teachers antagonism refers to those teachers who shout at students, humiliate and criticizing them. Like in incompetent teacher category lectures refers to a straight, monotonous or ineffective teaching process. Articulation refers teachers' inadequacies about the accent.

Although the classification of teachers' undesirable behaviors varies, the common point of the studies on this topic is that these behaviors have negative effects on students, teachers and schools. These behaviors cause students to develop negative attitudes towards school and lessons, decrease the success of schools, and cause teachers to face negative situations such as stress, failure, punishment and negative reaction. The studies show that teachers experience inadequacies in the process of making students active participant of the learning process, attracting their attention and making the lesson enjoyable (Habash, 2010; Murat, Arslantaş and Özgan, 2006; Yildirim, Akan and Yalcin, 2016). Motivation of the students who encounter undesirable behaviors in the teaching process (Gorham and Christophel, 1992; Zhang, 2007) and their participation in the course also decreases (Borza and Goodboy, 2016; Broeckelman-Post, Tacconelli, Guzmán, Rios, Calero and Latif, 2016; Myers, Edwards, Wahl and Martin, 2007). Teachers' behaviors are a determining factor in the success of students (Marzano and Marzano, 2003). Goodboy and Bolkan (2009) state that teachers' undesired behaviors reduce students' desire to communicate and their motivation, and as a result, affect their cognitive and affective learning negatively. While students with affective problems do not want to communicate with teachers (Goodboy, Myers and Bolkan, 2010; Hsu, 2014; Myers et al. 2007; Vallade and Malachowski, 2015), they also lose their trust, love and belief in their teachers (Banfield, Richmond and McCroskey, 2006; Sendlak and Pearson, 2008; Sidelinger, Bolen, Frisby and McMullen, 2011).

The effects of undesired teacher behaviors on students are not only cognitive and affective. Students who encounter undesirable teacher behaviors may exhibit problem behaviors such as resistance to and obstinate with their teachers and learning process (Aksu, Çivitçi and Duy, 2008; Goodboy and Bolkan, 2009; Kearney et al., 1991a; Kearney, Plax and Burroughs, 1991b; Yüksel, 2004). These behaviors may reduce the effectiveness of the learning-teaching process and adversely affect the quality of student-teacher interaction. Therefore, in order to prevent undesired student behaviors and to be more productive in teaching activities, it is necessary to determine what these behaviors of teachers are and to evaluate the results of these behaviors from a holistic perspective. It is noteworthy that most of the studies on undesired behaviors focus on problematic behaviors of students, whereas the studies on teachers' behaviors are mostly limited to higher education level which are analysed through the quantitative research methods. In the study it is assumed that problems in classroom management may not result from only undesired behaviors of students, but from those of teachers. Therefore, the aim of the study is to reveal the problem behaviors of teachers and the effects of these behaviors based on the views of secondary school students. It is thought that revealing undesired behaviors of teachers and their effects will contribute to many different areas such as creating a positive learning environment, establishing a healthy student-teacher interaction and increasing the effectiveness of schools.

## METHODS

### Research Design

This study is designed as a case study which is part of qualitative research methods. The case study is a method that examines a current phenomenon in real-life context, especially when the boundaries between case and its context are not clear (Yin, 2003). Merriam (2013) argues that the case study is an in-depth examination and description of a limited system. Creswell (2013) defines case study as a qualitative research method in which researchers collect the

detailed and in-depth data about real-life situations, a current restricted system (a case) or multi-systems that are restricted within a specific time frame using different data collection tools (observations, interviews, visual-audio materials, documents and reports) and describe this case or identify the themes of it. In this context, it can be stated that the case study is to select what is to be investigated rather than a methodological choice or a research method as it is an attempt to understand a complex and specific situation within its context (Stake, 2005). In this study, the undesirable behaviors of teachers and their effects on students are discussed in detail in real life context from students' point of view and are considered to be the case to investigate.

## Participants

The most important feature of the case study is the selection of a restricted system. Such a restricted system can be an individual, a program, an institution or the society which is a sample of the fact (Merriam, 2013). The participants of the study were secondary school students. One of the reasons for choosing these students as the participants is that these students are at the period of early puberty who experience significant physical, emotional and social changes in their life which require teachers to implement effective classroom management strategies. More specifically, teachers should employ efficient classroom management strategies to deal with students' attempt to be recognised or to draw attention in classroom or out of classroom. It is significant for teachers to be aware of the efficient classroom management strategies and of the effects of their positive or negative behaviors on students. In order to analyse the misbehaviors of teachers and the effects of these behaviors on students a group of participants attending the grades of 5, 6, 7 and 8 at three different secondary schools participated in the study. These schools were chosen based on the data taken from the provincial directorate for national education concerning student achievement at the schools, socioeconomical level and the number of students. The goal was to have varied source of data for which the maximum diversity sampling was employed. Following the selection of the schools the participants were chosen. Teachers' classroom management practices may vary depending on certain factors such as student diversity, classroom climate and culture. Therefore, students from the grades of 5, 6, 7 and 8 were identified on voluntary basis through the maximum diversity sampling. The number of secondary school students participated in the study is ninety-six. Of them fifty-two are female and forty-four are male. Table 1 shows the distribution of the participants based on the grade levels.

**Table 1.** *Distribution of the participants based on the grade levels*

Grade level	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of students	23	26	29	18	96

## Data Collection

In case studies the data are collected through distinct tools, including observations, interviews, documents and audiovisual materials (Cresswell, 2013). In the present study the data were collected through focus group interviews. Focus group interviews were conducted in groups of 10-12 students in order to prevent the problems caused by the high number of the participants and to invite each student to the interview at different times and to enable the students to share their ideas freely within the group. At two schools where the number of participants was less grades 5 and 6 were grouped together and grades 7 and 8 were grouped together. In short, the number of focus group interviews was eight. Of them four interviews were held at one school and two interviews at the remaining two schools. Following the consent of the school administration the interviews were carried out in available places such as empty classrooms or library. Depending on the size and dynamics of the group, the interviews lasted approximately 25-30 minutes. Two different voice recorders were used simultaneously and the interviews were recorded. In the interviews the students were asked about the undesirable behaviors of the

teachers and how these behaviors affected them. Before the interviews the participants were informed about the aims of the study. During the interviews, instead of following a linear process, an interactive process was followed in which new questions were asked in line with the answers from the students and some questions were skipped when the potential answers were given before. The authors were the moderator of the interviews. This process was managed effectively by reminding students to respectfully talk and listen to each other without interrupting their peers.

### **Data Analysis**

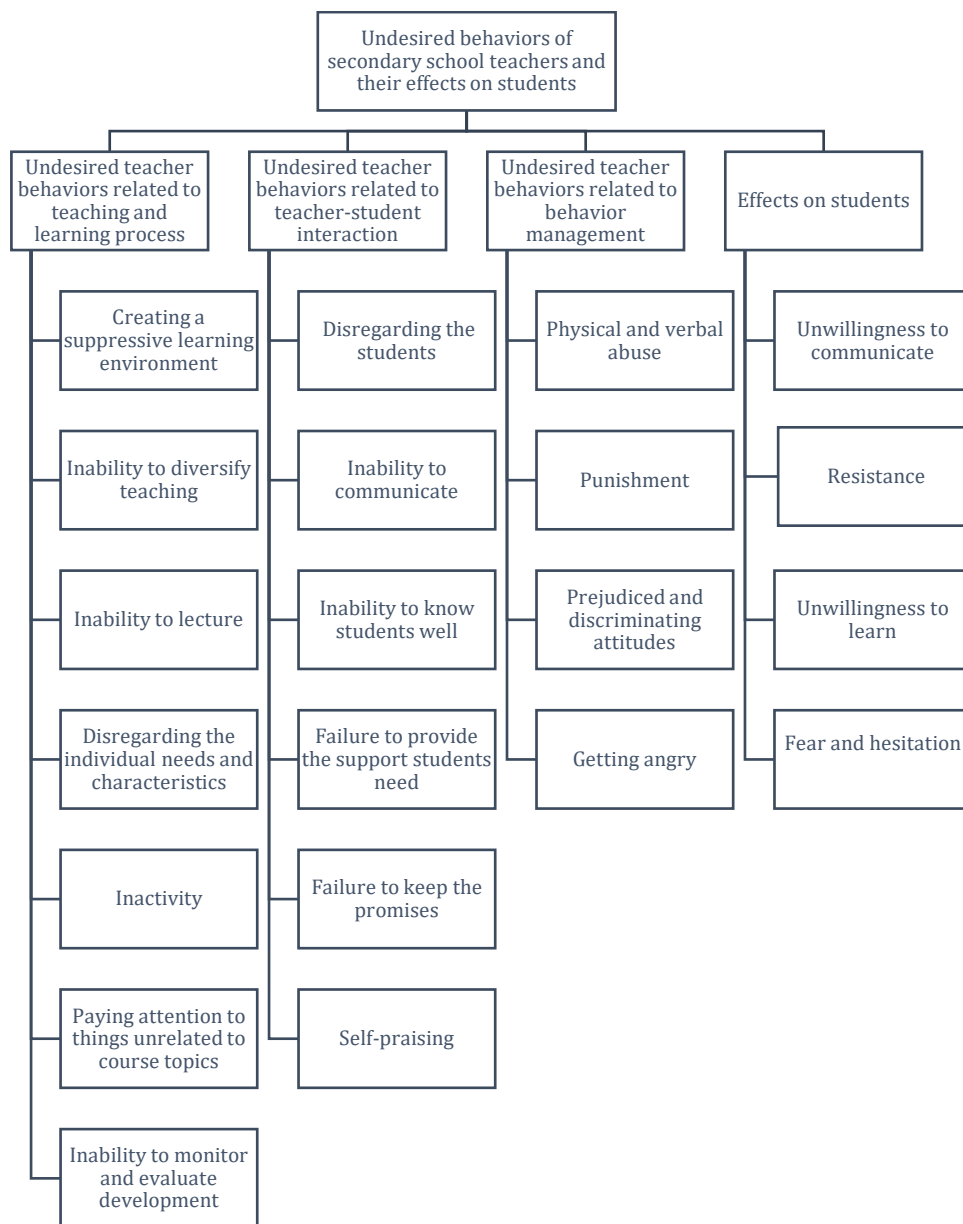
In qualitative study, the most preferred way of data analysis is to perform it simultaneously with data collection (Merriam, 2013). The data obtained from the interviews with the students were analyzed by content analysis. Content analysis is defined as extracting meaning from qualitative data and presenting it systematically under themes (Patton, 2104). The data obtained from the focus group interviews were listened many times to check whether there were word errors or incomprehensible parts. The interview data were transcribed and a series of codes was developed. The code, category and theme hierarchy were established by linking these codes. Quotations were taken from the participants' statements in order to best reflect the emerging themes, and the relationships between the themes and sub-themes were explained and interpreted.

### **Validity and Reliability**

The concepts of validity and reliability generally belong to the tradition of quantitative research. The concepts of credibility, transferability, reliability and verifiability used in qualitative research literature correspond to the concepts of internal validity, external validity, reliability and objectivity used in quantitative research (Merriam, 2013). In this study, expert review was used to ensure internal validity which deals with whether the data obtained were compatible with the outside world. A rich and intensive descriptive strategy was also used to ensure the external validity of the study which deals with to what extent the results of the study could be generalised to different situations. The expert review involves the process of reviewing the raw data by an expert colleague and checking whether the findings based on these data are reasonable and reasonable (Merriam, 2013). In this study, the codes and categories obtained from the data were examined by two experts in the field of education management and one specialist in the field of basic education. Necessary modifications were made in line with the feedback received from these specialists. They have experience on making research on the fields of classroom management and qualitative studies. In regard to the rich and intense description, quotations from the statements of the participants were taken and used in the study. In order to reveal that the results of the research are consistent with the collected data (reliability), expert analysis, researcher's position and supervisory strategies are used in qualitative research (Merriam, 2013). Expert reviews and intense description are two steps to be followed to establish the internal and external validity. In all the processes of this study, the researchers played an instrumental role and conducted the interviews, analyzed and presented the data in a consistent way with the aim of the study. In the audit technique, detailed information about all the processes of the methodology such as how the participants were identified, how the data was collected and analyzed was given in the method section.

## **RESULTS**

The views of the secondary school students participated in the study are grouped under four themes concerning the misbehaviors of teachers and their effects on the students: *(i)* undesired behaviors of teachers related to the teaching and learning process, *(ii)* undesired behaviors of teachers related to the teacher-student interactions, *(iii)* undesired behaviors of teachers related to the behavior management and *(iv)* the effects of these behaviors on students. Figure 1 presents the themes and categories about misbehaviors of teachers and their effects on students.



**FIGURE 1.** *Undesired behaviors of secondary school teachers and their effects on students*

### **Undesired behaviors of teachers related to the teaching and learning process**

Based on the statements by the participants undesired behaviors of secondary school teachers related to the teaching and learning process are grouped into the following categories: *(i)*creating a suppressive learning environment, *(ii)*inability to diversify teaching, *(iii)*inability to lecture, *(iv)*disregarding the individual needs and characteristics and *(v)*inactivity, *(vi)*paying attention to things unrelated to course topic, and *(vii)*inability to monitor and evaluate development.

#### ***Creating a suppressive learning environment***

The students participated in this study think that their secondary school teachers exhibit undesirable behaviors in terms of providing a learning environment that supports them and allows flexibility in the learning-teaching process. They report that there is a suppressive learning environment in their classroom as result of the implementation of the classroom rules in a strict



way and that their teachers sometimes do not even allow them to ask questions. Some students argue that it results in despondency among them especially if it occurs during the examination period, while some students emphasize that their teachers may be judgmental without asking why. According to the students, the being judgmental and performing sanctions without asking the reason arise especially when they do not do their homework. The students who complain that they are given minus immediately without asking why they cannot do the given assignments want their teachers to focus on the underlying causes of their behavior. The views of the participants in this regard are given as follows:

*... When we take the exam, our teachers says if you ask a question you would take zero. He threatens us with the exam. We are upset before the exam starts. (S71-Grade 6)*

*...He has strict rules. For example, when we cannot answer the question, or when we cannot do our homework, he gets angry and takes us out. He does not ask why we cannot do it. (S45-Grade 6)*

*... They are immediately judging us without asking why. For example, when we do not do homework, he immediately puts minus without asking why. In fact, if he asks, I say I do not understand how to do it. (S67- Grade 8)*

They also report that they are not free and could not express themselves in a suppressive learning environment. It is seen that their teachers sometimes overreact to insignificant acts and the students emphasize that this is an undesired behavior in the classroom. The students who notice that even sneezing makes their teachers angry reported the following statements indicating that they cannot ask any question about the topics they cannot comprehend and therefore, they get lower grades:

*... they get angry even if we say long live when a friend sneezes. There is no free environment to express ourselves (S17-Grade 6)*

*... I can't even ask about things I do not understand. I'm afraid he will be angry with me. I take a dislike to the courses, I do not want to listen to my teacher. Therefore, my grades fell. (S56-Grade 8)*

It is frequently seen in the statements of the participants that there is no effective teaching in a suppressive learning environment and even there is a decrease in their interest and motivation towards the lessons. While the students are not interested in such a learning environment which includes undesirable behavior, they terminate their communication with their teachers. As a result some students do not communicate with their teacher or show no interest in a suppressive learning environment. The others indicate that their teachers tend to maintain their negative and suppressive behaviors. The following reports suggest that the students perceive their teachers' acts as undesired behaviors and exhibit resistance to their teachers:

*We could not say anything in the courses. He says you talk a lot when I make a joke. So he call me chattering. This happens because the teacher constantly warns me. We get bored. We want to talk more. Maybe it will not be like this if he does not constantly warn us. He gets angry when we laugh, but then I want to laugh more. (S23-Grade 7)*

### ***Inability to diversify teaching activities***

Another point that is emphasized by the participants in regard to the undesired behaviors related to the learning-teaching process is the deficiencies in the diversification or enrichment of teaching. They state that their teachers exhibit undesirable behaviors concerning his attempts to enrich the lessons by using different methods, techniques and materials and to attract their attention. The students pointed out that the courses were taught in an uninteresting manner without using different methods and techniques and that they were not allowed to participate actively in the course. The students stated that they got bored in the lessons their teachers just

write down the subject on the blackboard or reading the book or answering a question. The following reports exemplify their views in this regard:

*... We do not do anything. We are just writing something on the board. Lessons are boring, he always complains about something. If we were to participate in the class and in learning activities. An adult tells you something at an hour of the evening, he says we should listen to him, but she does not make anything to motivate us. (S88-Grade 6)*

*...I dislike the course. It is because of the teachers not of the topics. One of our teachers just read the book in the courses. He did not explain anything. Given that I could not comprehend the topics I disliked the course and given that I got bored I could not pay attention to the courses. (S94-Grade 8)*

Based on the statements of the participants, it can be said that learning environments that are not enriched with the use of different teaching and learning methods and techniques are insufficient to meet the needs of the students. It is understood that the monotony created by this kind of learning environment causes students to get bored and distract from the lessons very quickly. The secondary school students participated in the study who stated that they did not enjoy the course due to the lack of diversification of instruction emphasize that their teacher should employ different activities or playful teaching and that that such a learning environment will be much more fun and attractive for them.

*... Our teachers just tell us the courses. It does not add us anything. Our teachers do not focus on the subject. In five minutes, they finish it and move on to the next topic. They come to the classroom and tell something and they go. We cannot take longer notes about the topics. We always answer the questions in the textbooks. After a while we get sleepy. But if they organize some activities it would be more fun. And we do not become sleepy in the classes. (S96-Grade 8)*

*... He sits and just tells the topics in a monotonous manner. So we get sleepy. If he makes the courses much more attractive it would be better. (S15-Grade 8)*

### **Inability to lecture**

Concerning the undesired teacher behaviors about the teaching and learning process the participants also emphasized the inability of their teachers to lecture. The secondary school students participated in the study complain that their teachers may be reluctant to teach, and that even though their teachers are in class, some important lessons pass without doing anything. In the following statements, the students express their sorrow for being asked questions about a subject which is not taught to them and also, they complained about the fact that they were unguided in the lessons as a result of the lack of effective teaching.

*... our teacher did not tell anything in class. He came to class, and made oral exam. We taught the topics. He was just sitting at his desk. I disliked that course. We did not learn anything anyway. (S20-Grade 7)*

*... Some of our teachers tell us that we should work come to the class, then they always ask us some questions. They assign homework from the book on a topic we are not taught. Then they ask it in the classroom. when we could not do it they get angry. They do not tell anything. So I do not want to attend the courses and become sad. (S63-Grade 8)*

*... It is like our teachers do not want to teach us anything. Most of our courses are idle.... Our teacher sets us free we are almost eighty minutes free. (S77-Grade 5)*

Idle classes or lack of effective instruction prevents the emergence of effective teaching. It is seen that idle classes reduces student interest and motivation. Similarly, giving more weight to topics outside of the course topics adversely affects the effective use of time allocated to teaching and student learning. Student statements such as “we cannot turn to the course.”, and “he deals with the topics out of the subject, so we can not return to the course and the class ends.” indicate

that when teachers deal with unrelated topics it is hard for them to deal with course-related topics and the class hour cannot be used productively. The students state that their teachers do not realize that the course finishes by focusing on different topics like football or daily life shortly after starting the lesson.

*He talks about kidney and then about football. Finally the class finishes without telling anything about the course-related topics. (S60-Grade 7)*

*We couldn't study for a week, it was a holiday. Our teacher came, he said we needed to deal with the topics left behind, but he began to tell us his aunt. (S91-Grade 8)*

*When our visual arts teacher starts talking, he does not finish it the whole course. He goes off the topics. The other day, when he started talking until the bell rang. He talked about his past girlfriends. (S35-Grade 6)*

*Our teachers always talks about football in the course. (S78-Grade 5)*

### **Disregarding the individual needs and characteristics**

One of the elements in the effective teaching process it to consider students' interests, needs and expectations. The participants consider not to pay attention to their individual differences and needs in the course as one of the undesired teacher behaviors. Delivering courses fast or very slow causes negativity such as boredom or difficulty in understanding the lesson among the students. Because of the learning pace of some students, they make the examples or exercises faster than other students, and they show undesirable behaviors such as boredom, dealing with other things or making noise. Some of them cannot keep up with the speed of their teachers or they have difficulty in understanding the subject when the topics are passed too fast. A student stating that teachers spend too much time in dealing with a single example and another one reporting that he could not understand the teacher due to his fast explanation suggest that courses should be planned and implemented based on individual needs and characteristics.

*I do not think the teacher manages the class. He just writes down some examples on the board. During that time huge noise arises in the classroom. I could not understand the topics only through examples. And sometimes our teacher gives ten minutes for a single example. So I begin to talk to my friends. The flow of the course is distorted when he gets stuck in an example. Sometimes we spend really 10-15 minutes for a question. So I am distracted. (S59-Grade 7)*

*He writes down fast. Then he erases it without giving time to us to write it down. Then he begins to deal with a new topic. (S79-Grade 7)*

*He moves from one topic to another. He does not ask us whether or not we could understand it. I cannot understand because he tells the topics fast. (S55-Grade 8)*

Planning and conducting courses according to individual needs and characteristics are not limited to taking into account the learning style of the students. Depending on the individual characteristics such as how much students know about the subject can be important in the teaching of the courses. For instance, one participant described it as an undesirable behavior for English teachers to constantly write down the familiar words on the blackboard, and also noted that teachers do not know their students well enough.

*...in the course our teacher does not ask us anything. For example, there is a long text, he chooses two students who read the text. While they read the text he write down the familiar words on the blackboard. Then he asks us to write down each of these words for at least twenty times. We already know most of these words. It seems that he does not know us well enough. (S80-Grade 6)*

In addition, each student has his own individual needs. Designing courses according to the needs and characteristics of students is one of the basic features of the learning environments desired by the students. During the interviews with the students, it appeared that the students need to take a break from time to time in the courses. The students who complain that secondary



school teachers continue to lecture without realizing that they are bored consider teachers' not recognition of their needs to take a break as an undesired teacher behavior. The students often expressed their need to take a break or to participate in an engaging activity when they become distracted or bored in class.

*... Some teachers continue to lecture even if we are bored. They do not give a break. In fact, if we stop at the moment when we get bored we listen to the course more carefully. (S18-Grade 6)*

*...Our teacher comes and begins to make us write down the topics. Nobody listens to him, students get bored when lessons are delivered without a break. We cannot focus our attention for a long time. If he takes a break or design an interesting activity we could focus on the course ... (S44-Grade 6)*

*Sometimes we get distracted and bored. We want to take a break, our teacher says we will take a break later. But he never stops, and we get distracted. (S1-Grade 5)*

Students' needs can sometimes arise with a desire to get out of situations where they feel uncomfortable. One of the students t who was disturbed by the behavior of his friend expressed it to the teacher, but he did not show enough attention to the need of this student. This student consider it as an undesired behavior and explains his views as follows:

*...We have a friend, Mustafa, he always counts the minutes. He sits at the back of my row, so I am distracted. I told it to my teachers, byt they ignored it. They tell me that I should change my place in the classroom. (S90-Grade 6)*

### **Inactivity**

The participants reported that the use of different methods and techniques make the lessons more dynamic and fun, while it is also understood that for them teachers should be active in the classroom during teaching and learning process. The students stated that teachers sitting at a desk create a tedious learning-teaching process. In-class mobility on the part of teachers, which is effective in making students' attention dynamic, also plays a role in increasing interaction between students and teachers. The students stated that they watched their teachers sitting still during the lesson and after a while they were distracted and that a teacher who was constantly on the move would improve their interest in the lesson.

*...when our teachers always sit still during the course I get distracted. Inevitably I am looking at different places in the classroom. But when the teacher wanders around, I feel like he is interested in us. (S53-Grade 7)*

*... teacher tells the subject from his seat and does nothing. When he comes near us he seems to be more interested in us. And we want to better listen to him. Our motivation increases. (S20-Grade 7)*

### **Paying attention to things unrelated to course topics**

In regard to the category of paying attention to things unrelated to course-related topics the students stated that their teachers spend much more time to the topics other than course content during the class hours. They reported that their teachers play with their phones or speak to someone on the phone during the class hours indicating that such behaviors distract them.

*... Our teacher always plays with his phone in the course. It distracts us. (S58-Grade 7)*

*... In class, his phone always rings. His wife is calling him and he always goes out of the classroom. (S2-Grade 5)*

### **Inability to monitor and evaluate development**

Teachers' undesired behaviors concerning their inability to monitor student progress and evaluation are categorized as follows: (i)not appreciating student efforts, (ii)making comparisons

among students, (iii)being intolerant to student mistakes and (iv)having lower or higher expectations.

### ***Not appreciating student efforts***

Under this category the students emphasized the fact that their teachers focus on academic achievement, but not on their efforts in the learning process. It can be said that teachers favor a result-oriented evaluation system instead of a process-oriented evaluation system that takes into consideration the students' progress. The students who are unhappy that their teachers only make evaluations according to the grades they get from the exams think that their teachers do not appreciate their efforts due to the fact that they favor result-oriented evaluation system. Therefore, the participants stated that they do not attempt to more study to be successful and believed that although they put more efforts, nothing would be changed which reduces their motivation.

*... Our teachers do not recognise our efforts. I am not very successful in the course of..., our teacher has prejudice against me. He only evaluates me based on my exam result. He does not recognise my efforts. It reduces my motivation. (S48-Grade 8)*

*... Our teachers do not see our efforts. I got 75 from the ... exam. When I get lower grade in the music course I became not interested in playing that song again. (S32-Grade 6)*

*... They do not see us. Our efforts do not change this situation. So I do not want to attempt to change it. (S35-Grade 6)*

### ***Making comparisons among students***

One of the teachers' undesired behaviors in relation to their inability to monitor student progress and to evaluate them is their attempts to make comparisons among the students. The reports by the participants indicate that some teachers make such comparisons students from other grades. The participants are unhappy with such comparisons in that these behaviors make them to think that they are not successful and as a result their motivation reduces.

*... a teacher always makes comparisons between different classes. He says other classes are better than us. What's up to us... when they act like this we fell ourselves bad. (S66-Grade 5)*

*Some of our teachers compare lazy students with hardworking ones. I am not as hardworking as Ashi, I cannot get high grades like her. I feel worse when our teacher acts like this. (S2-Grade 5).*

### ***Being intolerant to student mistakes***

Reactions of teachers to student mistakes are regarded by the students as undesired behaviors. These behaviors appear to be low tolerance to student mistakes. During the interviews the participants emphasized that teacher may overreact to their unsuccessful attempts or mistakes. The students stated that their mistakes or failures were reacted by teachers with anger and therefore, they take a dislike to the lesson and they do not want to attend the lesson. They also added that teachers did not consider to make mistakes a natural act.

*...I dislike drama courses. We play games, but the teacher gives us only one topic. For example, a machine which distributes happiness, he wants us to be goods in this machine. Sometimes we could not find anything. Then he becomes angry and yells at us. I do not want to attend the class. (S75-Grade 7)*

*... teacher can get angry even with our minor mistake and acts like we have no right to make mistakes. How do we know everything? (S70-Grade 5)*

*... I remember last year very well in the course .... I raised my hand to answer the question. When I answered the question incorrectly, he got angry at me. The whole class witnessed. teacher got angry at class, angry at me. The teacher did not even say the right answer. I have not raised my hand ever since. (S67-Grade 8)*

### ***Having lower or higher expectations***

Teachers' expectations above or below what students can achieve are found to be undesired teacher behaviors for the participants. Because they point out that their belief that they will succeed is reduced and that they lose confidence in themselves as a result of teachers' unrealistic expectations.

*...Our teachers want more than we can do. He always gets angry when we fail. No matter how hard we try, we cannot achieve what our teachers want. I don't believe I will achieve what he wants. (S89-Grade 5)*

*... Some of our teachers believe that we cannot succeed. Their expectations are very low. I am losing confidence in myself, and I am starting to believe I cannot do it. At the end I fail. (S73-Grade 5)*

### **Undesired teacher behaviors in regard to student-teacher interaction**

Undesired teacher behaviors related to teacher-student interaction are concerned with the quality of communication between students and teachers. In the interviews the participants reported that their teachers display undesired behaviors in the interactions with them. Such undesired teacher behaviors identified in the study are as follows: (i)disregarding the students (ii)inability to communicate with students, (iii)inability to know students well, (iv)failure to provide the support students need, (v)failure to keep promises and (vi)self-praising.

#### ***Disregarding the students***

One of the undesired teacher behaviors in the student-teacher interactions is reported to be disregarding of students by their teachers. The students pointed out that they felt themselves just as objects in the classroom. The students who do not see the expected value from their teachers limit their communication with them by building walls between them. The students who feel that they are not valued may tend to show resistance to their teachers or persist in their negative behaviors. A student who stated that he lost interest in the lesson because his teachers were not interested in them explained how he distracted his friends in the lesson and how he continued to maintain this behavior although his teacher warns him as follows:

*... In the lesson of our teacher who is not interested in us, we do not feel ourselves different from other objects in the class. So we are either sleeping or reading books. We are not interested in lessons. Even if the teacher notices it he does not say anything, since he does not care about us. For instance, we make her laugh while Begüm reads a book. Our teacher gets nervous, starts shouting but we do more. (S82-Grade 7)*

It is understood that students' feeling of self-esteem is largely related to caring about their views and thoughts and allowing them to express these views freely. The students consider the acts of teachers as undesired behaviors in the classroom who do not listen to themselves and do not care about their problems and thoughts. They point out that they feel ignored and their opinions are not valued when they come across these behaviors.

*... They never listen to us. I tried to explain why I could not do my homework, and she never listened. I feel myself worthless, my thoughts are ignored. (S22-Grade 7)*

*...Nobody gives importance to my views. So I do not like it. After a while it is forgotten that we have thoughts. We feel ourselves worthless. (S34-Grade 5)*

*... They don't see us and they ignore us. (S44-Grade 6)*

#### ***Inability to communicate with students***

The participants considered teachers' not communicating with them as another undesired behavior. It mostly appears before the course. The students stated that their teachers sometimes deliver the course quickly without talking to them, and it is seen that this situation could decrease their interest and desire for the lesson. The students who talk about their teachers behaving cold

and come to the classroom without even saying hello, explain that their energy drops when they cannot get positive energy.

*... Some of our teachers are very cold. I don't like Turkish language course at all. Instead of communicating with me, the teacher is only teaching. I don't even want to come to class. (S84-Grade 5)*

*... Our teacher is not communicating with us. He doesn't act hard, but when he comes to class, he never says good morning or anything.... There is energy that the teacher gives you. Behaviors, facial expressions, lectures ... When we cannot see this energy in the teacher, we cannot attend the lesson with energy. (S68-Grade 8)*

*... For example, some teachers go directly to class and do not talk to us. If we talked, they scream. It's so boring when they behave like that. (S57-Grade 6),*

*... teachers do not even say hello. They get angry when we say hello to them. (S72-Grade 7)*

### **Inability to know students well**

The students participated in the study state that their teachers do not know themselves well enough to capture their jokes or interests and emphasize that it is an undesired teacher behavior. Focusing on the differences between the teachers who know them well and those who do not know them, the students perceive their teachers who know them well as one of them, whereas the other teachers are not aware of the things they are interested in, they are not far from the jokes and they can not go down to their level.

*... Our teachers don't know what we're interested in. They don't understand our jokes. There is a lot going on, like robot activity, Pi Day, but most of our teachers do not know them and do not participate in such activities. (S50-Grade 6)*

*... Murat Teacher is exactly the same like us, he understands us. Like one of us. But our science teacher does not know us. He makes a joke, nobody understands. (S47-Grade 7)*

### **Failure to provide the support students need**

The expressions of the students show that it is important that they feel their teachers at their side when they help them and that they can see it as the necessary support in the formation of the trust they feel towards their teachers. One participant told the teacher in her mind as saying if I was a teacher, I would help my student when he could not do the question. Another student stressed that their teachers could help them when they could not do the homework indicating that they need support in matters which they did not understand.

*... When the student could not do a question, I would give him confidence and support him. For example, Ali Teacher gives clues when we can not do questions while the others do not even give clues and they get angry. (S72-Grade 7)*

*...Our teachers should show us more understanding. If a student fails, there must be more support for us to become a successful student. They just come to class and says open your homework. And if we did not it they give us minus. If we did not write the composition, they would put ten minus. Then he reflected this on the in-class performance grade. I could not do it because I did not understand it.. But instead of explaining it they just give us minus. Maybe I'll do it if they give me a little support. (S30-Grade 5)*

### **Failure to keep promises**

The students point out that a healthy interaction with teachers is based on appreciation and trust. They emphasize that their trust in teachers is shaken especially when they fail to keep their promises. While the students consider not to keep the promises as an undesirable behavior of their teachers, they state that their trust in them is shaken if the teachers do not keep their promises.

*... Our English teacher came in the first lesson and did everything she said I would do, and we started to trust her. But other teachers say they will do something, but none of them do these things. For instance, they plan to do different events, but they do not perform these events. Our confidence is shaking. (S52-Grade 7)*

### **Self-praising**

Teachers giving examples from their own lives is one of the situations that bring students and teachers closer together. However, when they always praise themselves it becomes one of the undesired behaviors. The students expressed their discomfort that secondary school teachers were always praising themselves or one of their family members.

*...We had one teacher. I didn't love her because she was always telling her daughter and her success. She was always praising herself, saying "I bought a car, my daughter did it, she did this." This made me nervous. It has nothing to do with us. (S27-Grade 7)*

### **Undesired teacher behaviors related to behavior management**

Undesired teacher behaviors related to behavior management include those used to manage student behaviors in the classroom. The views of the participants about these behaviors are as follows: (i)physical and verbal violence, (ii)punishment, (iii)prejudiced and discriminating attitudes; and (iv)getting angry.

#### **Physical and verbal violence**

The use of physical and verbal violence by teachers is considered to be one of the undesired teacher behaviors. The students state that secondary school teachers exhibit a tendency towards physical violence, such as pulling their hair or knocking at the table when they do not exhibit the desired behaviors.

*... He can pull our hair because we didn't bring our book. He's rude to us. (S10-Grade 6)*  
*... One of our teachers is very touchy shouting everything, very quickly gets angry. He is not angry at everything, but when he is very angry, we are very afraid. He hit the tables and chairs. (S8-Grade 7)*

It is seen that the students participated in the study frequently emphasize negative emotions caused by exposure to verbal violence as well as physical violence. In the context of verbal violence, the students state that secondary school teachers use expressions that involve making fun, joking and acting because they cannot correctly answer the question, and they report how they feel in such situations as follows:

*...I dislike the mathematics course. A student may not understand mathematics, but teacher has no right to make fun of this student in public. (S35-Grade 6)*  
*... Teachers usually insult and humiliate us. They make crusher jokes. (S11- Grade 6)*  
*...One of our teachers insulted us. Our teacher told us that even the class of students with disabilities are smarter than you and that we are retarded. (S69- Grade 8)*

#### **Punishment**

Among the behaviors of secondary school teachers, the use of punishment is frequently emphasized as undesirable behavior. Secondary school students stated that when they were not silent, they received punishment such as writing words, standing on the board, and they emphasized that teachers sometimes punished the whole class such as not teaching lesson or depriving them of the activities.

*... teacher gives homework before lecture. He wants us to study. Half of the class did not know how to do it. As a result he did not teach us in about a week and a half. (S64-Grade 8)*



*... We have reading hours in classes. He didn't let us read books at the time of reading. Because we were taught at the visual course (S83-Grade 6)*  
*... teacher angry at us for not guilty. Our visual teacher, for example, blames and rebukes us all when someone does not make a painting or fulfill his duty. (S85-Grade 6)*  
*...When we talk a lot, he punishes us for writing words. He had a friend write a word 130 times. We must be very quiet. If we are not silent, he gives us punishment, like ear picking, hair picking. We waited on the board for a lesson when we forgot our book. (S1-Grade 5)*

### **Prejudiced and discriminating attitudes**

The students discussed the prejudiced and discriminating attitudes of secondary school teachers from two different perspectives: sexist and favoring some students. They state that their teachers are more attentive to female students who are in the same situation or who behave in a similar way and do not punish them or even ignore them.

*...I do not like the teacher, even if we do not talk to us he yells at us. Then he skips the boys and takes care of the girls. Even if the girls talk, he is not angry at them, he's angry at the boys. Although he hits boys he never hits girls. (S7-Grade 5)*  
*... In science class, the girls play their phones, but he doesn't say anything. But when we talk, he warns us saying talk without shouting.. (S40-Grade 8)*

It is seen that the different reactions to students behaviors are not only related to gender, but also to students' academic achievement. One of the students states that one of his friends is a honor student, so his teacher is not angry even if he speaks. There are students who express the discomfort that the teacher constantly tell a specific student "well done" and ignores the other students because this student is more talented than him.

*...When I talk he gets angry, but when ... talks he does not get angry. Because ... is top student of the school. (S38-Grade 7)*  
*...One of our friends is very skillful at arts .... Our arts teacher behaves very well to her. I have not seen the teacher get mad at her once. The teacher always says "well done" to her since she paints very and she is talented. But when we draw something or do something wrong, he screams. He does not notice us, I feel sorry. (S93-Grade 6)*

The students feel that teacher have some favorite students and that it is not fair. The feeling of injustice becomes bias over time and it can be very difficult for students to break down this bias. They often emphasize that teachers' views do not change when they have a particular subjective judgment about a person. In the statements below, the secondary school students point out that some of their teachers did not change their minds no matter what they did, and for them teachers did not believe that a student with negative behavior could ever do anything good again.

*...Some of our teachers are prejudiced as our friend said. They defend some students more. They do not delete one from the notebook no matter what he does. I don't like these teachers. (S45- Grade 6)*  
*... For instance some of us stay quiet in the course doing nothing bad. However, the teacher comes and tells him to go to back seat. He says "why, I could not see anything from back sea." The teacher says "sit there, you do not listen to the course." (S86- Grade 6)*  
*... Our teachers pretend that if we get a low grade once, we will always get a low grade. But he doesn't treat smart students like that. (S33-Grade 7)*

### **Getting angry**

The participants considers teachers' anger and intolerant approach are undesired behaviors. The students complain about the fact that their teachers yell at them in classes and that they experience anxiety and fear under such conditions.

*...One of the teachers gets angry immediately. For instance, we paint, he tells something. The teacher raises his voice suddenly, we do not know why. Sometimes he went outside and do not come back. When he comes, he screams to paint it properly. I want to escape. (S82-Grade 7)*

*... Our IT teacher shouts at everything. He gets angry quickly, we get scared when he gets angry. He is not interested in us, but he screams at us even if we talk with the slightest whisper. (S60-Grade 5)*

*... In elementary school, our teacher was very angry with us. That's why I did not want to come to school. I took a dislike to the school (S57-Grade 6).*

The students emphasized the importance of the fact that teachers should be patient. When teachers are not patient enough or become angry quickly, students wear out psychologically and have difficulty in understanding the lessons. One of the participants who pointed out that their lesson success increased when their teachers were a little more patient states that they were negatively affected when they could not see this patient attitude.

*...Our achievement would increase when our teachers are patient and explain the courses in a simple way. But some other teachers says "just understand it idiot." When we do it wrong, they say "we have studied it so much, and you still cannot do it". This affects us negatively. (S61-Grade 6)*

### **Effects of these behaviors on students**

The undesired teacher behaviors described above have some effects on students. These effects are categorized as follows: (i)unwillingness to communicate, (ii)resistance, (iii)unwillingness to learn, and (iv)fear and hesitation.

#### ***Unwilling to communicate***

The two most important actors of a healthy learning-teaching process in the classroom are teachers and students. Teachers and students are easily influenced by each other's behavior as they interact with each other. Undesirable behaviors in the classroom by teachers affect students in different ways. Faced with such negative behaviors, students may develop negative attitudes towards their teachers. The students participated in the study who encounter undesired teacher behaviors state that they distance themselves from their teachers and are afraid to communicate with them.

*I take a dislike to the teacher. (S95-Grade 8)*

*I do not even want to talk to the teachers like this. (S12-Grade 6)*

*I do not attend to these classes. I want to get out of class. (S67-Grade 8)*

*I do not want to communicate except in the necessary circumstances. I do not feel like talking. (S25-Grade 7)*

*I do not say "hello" to my teachers. Because they do not greet me. (S54-Grade 5)*

#### ***Resistance***

Some of the students who are faced with undesired teacher behaviors tend not to communicate with them or tend to display resistance to them. Resistance or obstinate behavior seems to arise in the form of not doing what teachers say and of willingly continuing the existing negative behavior. The students participated in the study emphasize that they do not follow their teachers' instructions and talk more or make noise in the classroom.

*The teacher always warns us to listen, but I do not listen what he says. (S2-Grade 5)*  
*I resist him. The more the teacher warns me, the more I speak. (S8-Grade 7)*  
*When he gets angry at us because of noise we make in the classroom, I want to laugh more.*  
*I even make my friends laugh. (S23-Grade 7)*

### **Unwillingness to learn**

Undesired teacher behaviors can negatively affect students' interest in learning and motivation to learn new topics. The students who draw attention to the decrease in their interest, participation and success towards the lesson due to the undesired behaviors of their teachers emphasize that they take a dislike to these courses and do not want to try to learn something.

*...I take a dislike to the course, I do not want to listen to my teacher, so my grades fell. (S56-Grade 8)*  
*...I take a dislike to the course. I do not want to attend the course and to learn something. (S13-Grade 6)*  
*I am distracted. I do not want to listen to the lecture. My performance is falling. (S57-Grade 6)*  
*I fell myself unsuccessful. (S65-Grade 8)*  
*... in the slightest misconduct our teacher says "boy are you an idiot?" and insults me. I do not want to attend the class. I do not want the teacher to come to the class. (S40-Grade 8)*  
*I do not want to attend the class. My motivation to learn reduces. (S43-Grade 8)*

### **Fear and hesitation**

When the students perceive their teachers' behaviors as undesirable behaviors, they react in different ways. In this process, some students become reluctant to learn, some tend not to communicate with their teachers, while others show resistance to their teachers. In addition, it is found that some of the students exhibit behaviors such as fear and hesitation when their teachers are angry and furious.

*I am so scared when our teacher gets angry. I am afraid to ask him something. Sometimes I want to sit without speaking anyone or I want to even get out of class. (S82-Grade 7)*  
*Our teacher yells a lot. I am so scared when he screams. Everybody is scared. There is no sound from class in such a condition. It is a very tense environment. (S3-Grade 5)*  
*He gets angry. Then I'm so afraid of him. (S57-Grade 6)*

## **DISCUSSION and CONCLUSIONS**

In this study, which aims to reveal the undesired behaviors of the secondary school teachers and their reflections on students from the students' point of view, the findings related to teachers' undesired behaviors are grouped under the following themes: (i)undesired teacher behaviors related to learning-teaching process, (ii)undesired teacher behaviors related to teacher-student interaction and (iii)undesired teacher behaviors related to behavior management. The effects of these behaviors on students are analysed in the category of (iv) effects of these behaviors on students. The findings indicate that in regard to the undesired teacher behaviors related to learning-teaching process the following undesired behaviors are observed by the participants: (i)creating a suppressive learning environment, (ii)inability to diversify teaching, (iii)inability to lecture, (vi)disregarding the individual needs and characteristics and (v)inactivity, (vi)paying attention to things unrelated to course topic, and (vii)inability to monitor and evaluate development. The findings indicate that in regard to the undesired teacher behaviors related to student-teacher interaction the following undesired behaviors are observed by the participants: (i)disregarding the students, (ii)inability to communicate with students, (iii)inability to know students well, (iv)failure to provide the support students need, (v)failure to keep promises and (vi)self-praising. The findings indicate that in regard to the undesired teacher

behaviors related to behavior management the following undesired behaviors are observed by the participants: (i) physical and verbal violence, (ii) punishment, (iii) prejudiced and discriminating attitudes and (iv) getting angry. It is found that these undesired behaviors have negative effects on students in following cognitive, affective and behavioral processes: (i) unwillingness to communicate with teachers, (ii) resistance, (iii) unwillingness to learn and (iv) fear and hesitation.

Concerning the undesired teacher behaviors related to learning-teaching process the participants argued that their teachers provide a learning environment in which they cannot express their views freely, which is not diversified through using of different teaching and learning methods and techniques and does not meet their needs and interests. Such behaviors have been examined in different studies. Kearney et. al. (1991a) found that undesired teachers behaviors, particularly "incompetence" type, are one of the most reported acts by students. Goodboy and Myers (2015) and Zhang (2007) also concluded that incompetent teacher behaviors are among the most frequent type of undesired teacher behaviors. There are previous findings which report the other undesired teacher behaviors in regard to the use of limited teaching and learning methods and techniques and not improving student attention (Aksu et. al. 2008; Dönmez and Cömert, 2009; Memişoğlu, 2005; Murat et. al., 2006; Yıldırım et. al., 2016). The problems that arise during the management of learning process cause decrease in student motivation (Zhang, 2007) and increase in their tendency not to attend the courses (Habash, 2010). Mansson et. al. (2018) argue that teachers 'undesirable behaviors negatively affect students' academic achievement. Erol, Özyaydın ve Koç (2010) who examined the events in the classrooms that students remember conclude that undesirable behaviors such as talk not related to course topics, undesired noise, the lack of interest in courses and underachievement are most often observed in strictly controlled classes. Such a learning environment is reported to increase problem behaviors of students (Banfield, 2003; Claus et. al., 2012; Lewis and Riley, 2009) and to make students resist such behaviors (Dolin, 1995; Goodboy ve Bolkan, 2009; Kearney et. al., 1991b; Yüksel, 2004; Zhang et. al., 2011).

In addition to the undesired behaviors of the teachers related to the learning-teaching process, another type of the undesired teacher behaviors that students frequently emphasize is concerned with the teacher-student interaction. The students stated that the secondary school teachers display undesirable behaviors in the process of paying attention to them, communication, supporting them and student recognition. It is observed that initiating and maintaining a healthy communication process is important in ensuring student-teacher collaboration. It is noteworthy that the students who feel that they are not given enough value and attention by their teachers do not want to communicate with them. The findings indicating the necessity of paying sufficient attention and value to students and developing empathy with students are in consistent with the findings of the studies dealing with teacher behaviors (Aksu et. al., 2008; Özer and Bozanoğlu, 2016; Yıldırım et. al., 2016). On the other hand, the quality of the student-teacher interaction can function as the initiator or terminator of the behaviors. Ekinci and Burgaz (2009) argue that teachers' failure to communicate with students outside the classroom is one of the main reasons for the increase in problematic behavior of students. Banfield et. al. (2006) conclude that the type of teacher who exhibits aggressive behaviors has the greatest effect on the loss of trust and respect for teachers among students. In the courses offered by the teachers liked by students they are reported to be more careful, attentive and to attempt to be more successful and to attend these courses (Gurbetoğlu and Tomakin, 2011; Habash, 2010). Students' trust and closeness to their teachers reduce their resistance, and such emotions have a positive effect on their collaborative behaviors (Kelsey, Kearney, Plax, Allen and Ritter, 2004; Zhang et. al., 2011).

Under the theme of undesirable teacher behaviors related to behavior management, it is found that the students emphasized physical and verbal violence, punishment, prejudiced and discriminatory attitudes and irritability displayed by their teachers. The students participated in the study complain about prejudice and discrimination by the secondary school teachers. There are also students who argued that if his teacher treats him like other students he would be a good student. Such statements reminds us that teachers' undesired behaviors have negative effects on

students. Similarly, there are many studies focusing on teachers' reactions to students' problem behaviors and their effects. It is reported in these studies that teachers generally react negatively, cannot be effective against problems that arise in the classroom environment and they tend to employ physical punishment, verbal insults, discrimination and punishment by giving low marks instead of approving students, giving feedback and giving responsibility to the students (Baloğlu, 2009; Erol, Özaydın and Koç, 2010; Sadık, 2008). However, the negative approaches adopted by teachers in the management of undesired student behaviors lead to an increase rather than a decrease in the problematic behaviors of the students (Dilekmen, 2011; Erol et. al., 2010).

In this study, it was aimed to reveal the undesirable teacher behaviors and the effects of these behaviors on students. The findings of the study indicate that teachers' undesired behaviors have negative effects on students' reluctance to learn and to communicate and result in resistance, fear and withdrawal. It is observed that the students' reluctance to learn starts with a decrease in their enthusiasm to participate in classroom activities and to study and ends with a decrease in their motivation and academic achievement. Concerning the category of unwillingness to communicate with teachers it is found that the students develop negative attitudes towards the students and do not communicate with them if not necessary and want to attend the classes. Students behave more timidly when approaching those teachers who are aggressive, cruel or inadequate for them, whereas if they believe that their teachers will react negatively, they are uneasy about getting information about the course and establishing extracurricular communication with them, and as a result, they prefer not to communicate with them (Goodboy et. al., 2010; Hsu, 2014; Myers et. al., 2007; Vallade and Malachowski, 2015). It is found that when the students are confronted with secondary school teachers' undesired behaviors, they sometimes tend to show fear and hesitation and they sometimes show resistance. These findings are consistent with the previous findings of the studies dealing with the effects of undesired teacher behaviors on students. It is reported that undesired teacher behaviors have negative effects on student motivation (Myers, Goodboy and Members of COMM, 2014; Zhang, 2007), their willingness to attend the class (Borzea and Goodboy, 2016; Broeckelman-Post et. al., 2016; Myers et. al., 2007), their affective and cognitive learning processes (Goodboy and Bolkan, 2009; Goodboy, Bolkan and Baker, 2018; Toale, 2001).

In this study, which was designed based on the assumption that the problems that arise in classroom management are not only caused by students, but also by teachers, it is found that teachers may also display problem behaviors which have negative effects on students. This situation makes it important for teachers to review not only their students' behaviors but also their own behaviors as they are aware of the fact that these behaviors significantly affect their students' attitudes and behaviors. Teachers' awareness of their own behaviors and the effects of these behaviors can be increased by having knowledge about how their behaviors are perceived by students and what effects they have on them. Teachers will have an opportunity to evaluate their own behaviors and to correct their negative behaviors which may be the possible source of problems in the classroom based on the feedback given by the students and the trainings offered within the scope of personal and professional development.

In regard to the teaching dimension, it is possible for secondary school teachers to experience problems such as planning courses that are of interest to students, take advantage of different teaching techniques, consider individual needs and characteristics, and attempt to measure and evaluate them. The fact that the students attending the secondary school level is distracted very quickly due to their age necessitates an education with interesting and different activities. Providing an interactive, safe and free learning environment in which teachers' and students' personal characteristics are incorporated into teaching activities and taking risks in experiencing new teaching processes is allowed should be one of the primary issues that teachers should focus on. The findings show that secondary school teachers should be informed about communication mechanisms that negatively affect classroom communication such as communication barriers, psychological violence and their effects. Teachers should give importance at the beginning of the lectures to introduce themselves, to know the students, to evaluate their communication with the students in a critical manner throughout the semester,



and to create a portfolio of information about the students (family life, interests, activities, hobbies etc.) can be used to increase the quality of communication in the classroom.

Finally, it is thought that the studies to be conducted as a continuation of this study examining the undesirable behaviors of teachers from the eyes of the students in the middle school level will be beneficial. In this context, new studies that examine the undesired behaviors of teachers working at different educational levels such as primary schools, secondary schools and high schools which are complemented by observations will contribute to a better understanding of the subject. For researchers to investigate teachers' undesired behaviors in different contexts and processes the focus should be on student resistance, students' eagerness to attend the courses and communicative processes and the effects and causes of undesired behaviors. It is clear that the effects of teachers' undesired behaviors on students cannot be ignored. Based on the findings of the study which deals with the undesired behaviors of teachers, it will be useful to review the competency areas of teachers in terms of such behaviors to improve them and to add new competency areas to the teacher training programs.

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