

A STUDY ON AGGRESSIVE TEACHER BEHAVIOR BASED ON STUDENT PERCEPTIONS

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ABSTRACT

Undesirable behaviors are those actions which are inappropriate for the situation or context in question, but they are consciously developed. In this context, all of the behaviors that hinder educational activities in the class and at school can be considered as undesirable/negative behaviors (Sağlam, 2007). However, when undesirable behaviors at schools are mentioned, inappropriate student behaviors come to the mind first. In fact, teachers may also exhibit some undesirable behaviors, and these behaviors negatively affect the learning process and learners' behaviors (Bonfield, 2003; Dolin, 1995; Toale, 2001) or such behaviors might destroy learners' self-esteem and learning abilities (Çıngır, 2004).

In this study, it is aimed to determine the views of teacher candidates on aggressive teachers' behaviors and the question that "According to teacher candidates' perceptions, in what extent their own teachers show aggressive teacher behavior?" is determined as the problem sentences. The population of this research is 460 students who study in the academic year 2012-2013 in the University of Necmettin Erbakan, Ahmet Kelesoglu Faculty of Education. According to teacher candidates' perceptions, aggressive teacher behaviors and reactions of students on those issues are seen that the grading scale of students' views are ranged in two groups between "strongly disagree" with the interval 1-1.79 and "disagree" with the interval 1.80-2.59.

Keywords: Teacher's aggressive behavior, student perceptions

INTRODUCTION

In recent years, many studies have been applied on undesirable behaviors at school. Undesirable behavior is defined as the behavior that is not suitable for the situation or the environment, but it is acted consciously. According to that definition, the all behaviors that interfere with the educational efforts in school and classroom can be characterized as inappropriate / negative behavior (Sağlam et al., 2007). While mentioning about inappropriate behaviors encountered in schools, the first thought is inappropriate behavior of students. However, teachers might show different inappropriate behaviors and those behaviors could lead to negative consequences on learning and behavior of students (Bonfield, 2003; Dolin, 1995; Toale, 2001) or decrease total self-confidence and learning skills of them (Çıngır, 2004). Particularly, aggressive behavior of teacher among the inappropriate class behaviors prevents student learning and in class teaching-learning activities either directly or indirectly (Kearney et al., 1991).

"Teacher aggression" is defined as defamatory behaviors of teacher on students such as using derogatory language, embarrassing or insulting student within his colleagues and verbal harassment to students by using inappropriate language. The verbal aggression of teacher reduces student to developing a positive attitude toward learning so that behavior prevents the learning of students and it creates hostile emotions on students against learning process

(Bekiari et al., 2005). A survey conducted by Gözütok (1993) showed that 30% of the teachers are working to ensure discipline in the class by showing the behaviors that could be characterized as negative behaviors (hair pulling, slapping, insulting, threading by class mark, taking student to the principal or throwing chalk). Research has also revealed that male teacher's demonstrate more negative behaviors than female teachers. The study of Memişoğlu (2005) illustrated that 36% of students display the required behaviors rarely to avoid humiliating behaviors of teachers.

A survey conducted by Tor and Sargın (2005) indicated that teachers highly use the acts such as ear pulling, hitting by a ruler or stick, slapping, scolding, throwing a pen or something else. In the same study, 54.16% of the students answered the question "How do you react to the violence shown by the teacher?" by telling that they would not study to the lesson of that teacher and 20.83% of them answered that they would try to disrupt the function of the teacher's course.

Maurer and Wallerstein (1984) statistically investigated the effects of teacher's negative behavior on learning. They examined the relationship between failure and the negative attitude of the teacher in 50 public high school and they concluded that increasing the negativity of teacher's behavior decreases success of students. In the same study, it is reported that the negative attitude of teachers causes students to school absenteeism, dropout of school and lowering the quality of education (Gözütok, 1993).

Students want to be valued by teachers in the classroom and to be treated carefully. Students expect directed interest, curiosity and anxiety on them from their teachers beyond the academic support. If the teacher is perceived as a person that is interested in students personally, student gets the higher motivation to participate in class activities or toward learning (Phelan et. al., 1992). The nondiscriminatory behaviors of teacher are really important in the student's quest for psychological security. A survey conducted by Cobanoğlu and Sentürk (2005) emphasized that teachers demonstrate different behaviors in this regard depending on the gender of the student. In the study of Memişoğlu (2005), one of every four students refers to teachers not treat them fairly.

It is important for the student whether the teacher-student relationship is healthy or not. A conducted research showed that the learning aspiration of students was negatively affected from teachers who did care neither students nor their study (Phelan et. al., 1992). In survey of Memişoğlu (2005), 34.8% of students told that teacher did not show the behavior of "sharing problems of the students". Additionally; in Sheets' study (2002), students complained that teachers did not listen them, they did not make any effort to communicate with students and there were no friendly relations between students and teachers.

The class is not only a place in where learning-teaching activities maintained but also it is a place in which student develops a self-perception by interacting with his teacher and friends. Also according to Açıkgöz (2003), teacher as a person that has the most intimate and long-term interaction with students, should undertake functions such as being a role-model and making guidance to student in addition to his main function of "learning facilitation". It is not possible to talk about quality of the education system in the absence of a qualified teacher. Thus, it is well known that a positive teacher-student relationship creates a greater impact on students' academic achievement. While having a good teacher can be able to increase the self-confidence and learning skills of students; having a bad teacher can make the reverse effect (Çinkır, 2004). Therefore, this study aims to determine the views of students as teacher candidates on the aggressive behavior of teachers and to investigate their possible effects.

THE PURPOSE OF THE STUDY

In this study, it is aimed to determine the views of teacher candidates on aggressive teachers' behaviors and the question that "According to teacher candidates' perceptions, in what extent their own teachers show aggressive teacher behavior?" is determined as the problem sentences. In this context, it is attempted to find answers to the following sub-problems.

1. According to teacher candidates' perceptions, in what extent their own teachers show aggressive teacher behavior?
2. According to teacher candidates' perceptions, how aggressive behaviors of teachers affect students?
3. Is there any significant difference on teacher candidates' view about teacher aggression based on gender variable of candidates?

METHOD

This research tries to determine the views of students from Necmettin Erbakan University Ahmet Keleşoğlu the Faculty of Education, on the aggressive behaviors of the teacher. This study is a descriptive research since it is aimed to state directly the existing conditions on the issue and general scanning model was used among the scanning models in this research. Scanning models are the research approaches that aim to describe a situation which happened in the past or still exist with its all contents (Karasar, 1995). Also, the views of students on aggressive behaviors of teachers were compared in terms of gender variable. It is investigated that whether there is a significant difference between the views of students in terms of gender variable or not. The research is also a relational research owing to this gender aspect (Erkuş, 2005).

SAMPLE OF THE POPULATION

The population of this research is students who study in the academic year 2012-2013 in the University of Necmettin Erbakan, Ahmet Keleşoğlu Faculty of Education. It is not possible to access the entire population of the faculty so sample selection was applied by using asymmetrical selection model. Because 10 of 460 students did not fill the questionnaire as requested, they are not evaluated and sample of the population was comprised of 450 students.

DATA COLLECTION TOOL

In the study, "Teacher's Aggression Behavior Scale" developed by the researcher was used as a data collection tool. The scale is likert-type scale and has 39 questions in two-factors that are "Negative behaviors of teacher" and "The effects of the negative behaviors of teacher" (table-1 and table 2). The scale KMO value is 0.923 and Bartlett sphericity test result is also significant for $[X^2=7229/sd=703, p<0.000]$ found (Scherer, 1988). The eigenvalue of factor analysis be taken 3.00 and two factors, eigenvalue larger than 3.00, were determined (Büyükoztürk, 2002). There are significant ($p<0.01$) middle level positive linear relationship ($r = 0.642$) between scale factors. Each dimension Cronbach's Alpha reliability coefficient of the scale are 0.91 and 0.92. Cronbach Alpha internal consistency coefficient is 0.94 (Kline, 1994). Confirmatory factor analysis X^2/sd rate is 2.52. GFI value is 0.79, AGFI value is 0.76, RMSEA value is 0.06, CFI value is 0.85, NFI value is 0.78 and PGFI value is 0.69, respectively. The scale of the data in perfect harmony with the values, even if not acceptable limits (Joroskog & Sorbom, 1993; Brown, 2006).

After Applying the scale, ordinal scale was used for data analyses. Each range coefficient for five options scale is (4/5) 0.80. 1-1.79 ranges represent strongly disagree, 1.80 - 2.5 ranges represent disagree, 2.60-3.3 ranges represent certain, 3.40-4.19 ranges represent agree and 4.20-5 ranges represent I totally agree.

ANALYSIS OF THE DATA

The data were computerized and analyzed by using SPSS 16 (Statistical Package for the Social Sciences) computer program. The arithmetic means and standard deviations of views of students on aggressive behavior of teacher were determined. T-test for independent samples was applied to determine whether there is a significant difference between the perceptions of students in terms of gender variable.

RESULTS

The First Sub-Problem

The first sub-problem sentence is that “according to teacher candidates' perceptions, in what extent their own teachers show aggressive teacher behavior?” In table 1, according to teacher candidates' perceptions, aggressive teacher behaviors and reactions of students on those issues are listed depending on mean values and standard deviations. When table 1 is analyzed, it is seen that the grading scale of students' views are ranged in two groups between “strongly disagree” with the interval 1-1.79 and “disagree” with the interval 1.80-2.59.

Students give their opinions as “strongly disagree” for the following questions with the given arithmetical average values “The teacher thinks that I am not appropriate for the school” with the average of 1,79; “The teacher says that I am psychologically ill” with the average of 1.54; “The teacher teases about my physical appearance” with the average of 1,54; “The teacher teases about my name” with the average of 1,55; “The teacher gives excess amount of home works to exclude me from in class activities” with the average of 1,61; “The teacher tells my private issues in public” with the average of 1,79; “The teacher vilifies me to the principal and other teachers” with the average of 1,77; “The teacher sends me to the principal even for little issues” with the average of 1,76.

Students give their opinions as “disagree” for the questions in italics in table 1 with the given arithmetical average values “*The teacher says that my reasoning ability is not sufficient*” with the average of 1,80; “*The teacher emphasizes my weak points intentionally*” with the average of 2,00; “*The teacher behaves me as if I am not there*” with the average of 1,93; “*The teacher always interrupt me and never allow me to talk*” with the average of 1,98; “*The teacher never allows to talk when I raise my hand*” with the average of 2,01; “*The teacher always finds an excuse when I try to talk with her*” with the average of 1,80; “*The teacher makes me wait intentionally too long*” with the average of 1,91; “*The teacher assaults my private life*” with the average of 1,95; “*The teacher backbites behind me*” with the average of 1,88; “*The teacher vilifies me to my parents*” with the average of 1,86; “*The teacher always criticizes my home works and studies*” with the average of 2,16; “*The teacher always gives low grades without any explanation*” with the average of 2,11; “*The teacher gives punishments randomly*” with the average of 2,14; “*The teacher randomly shouts, insults and abuses*” with the average of 2,48.

The Second Sub-Problem

The second sub-problem sentence is that “according to teacher candidates' perceptions, how aggressive behaviors of teachers affect students?” In table 2, according to teacher candidates' perceptions, aggressive teacher behaviors and reactions of students on those issues are listed

depending on mean values and standard deviations. When table 2 is analyzed, it is seen that the grading scale of students' views are ranged in three groups between “strongly disagree” with the interval 1-1.79, “disagree” with the interval 1.80-2.59 and “neutral” with the interval 2.60-3.39.

Students give their opinions as “strongly disagree” for the following questions with the given arithmetical average values “I have been sleeping hardly at night” with the average of 1,51 and “I feel nausea and headache” with the average of 1,59.

Table1. The statistical data on insulting behaviors of teacher

	<i>The inappropriate behavior of teacher</i>	<i>N</i>	<i>Average</i>	<i>Std. Deviation</i>
1.	The teacher thinks that I am not appropriate for the school	461	1,79	1,338
2.	The teacher says that I am psychologically ill	461	1,54	1,068
3.	<i>The teacher says that my reasoning ability is not sufficient</i>	461	1,80	1,280
4.	<i>The teacher emphasizes my weak points intentionally</i>	461	2,00	1,409
5.	<i>The teacher ironizes my mistakes</i>	461	2,05	1,438
6.	The teacher teases about my physical appearance	461	1,77	1,296
7.	The teacher teases about my name	461	1,55	1,055
8.	The teacher gives excess amount of home works to exclude me from in class activities	461	1,61	1,112
9.	<i>The teacher behaves me as if I am not there</i>	461	1,93	1,332
10.	<i>The teacher always interrupt me and never allow me to talk</i>	461	1,98	1,376
11.	<i>The teacher never allows to talk when I raise my hand</i>	461	2,01	1,364
12.	<i>The teacher always finds an excuse when I try to talk with her</i>	461	1,80	1,236
13.	<i>The teacher makes me wait intentionally too long</i>	461	1,91	1,314
14.	<i>The teacher assaults my private life</i>	461	1,95	1,429
15.	The teacher tells my private issues in public	461	1,79	1,305
16.	<i>The teacher backbites behind me</i>	461	1,88	1,355
17.	The teacher vilifies me to the principal and other teachers	461	1,77	1,250
18.	<i>The teacher vilifies me to my parents</i>	461	1,86	1,344
19.	The teacher sends me to the principal even for little issues	461	1,76	1,263
20.	<i>The teacher always criticizes my home works and studies</i>	461	2,16	1,464
21.	<i>The teacher always gives low grades without any explanation</i>	461	2,11	1,435
22.	<i>The teacher gives punishments randomly</i>	461	2,14	1,466
23.	<i>The teacher randomly shouts, insults and abuses</i>	461	2,48	1,656

Students give their opinions as “disagree” for the questions in italics in table2 with the given arithmetical average values “*I resort to physical violence*” with the average of 2,25; “*I feel isolated by the teacher*” with the average of 2,28; “*I always think about behaviors of teacher*” with the average of 2,20; “*I feel sad*” with the average of 2,24; “*I am afraid in the lecture hours in which the teacher is tutor*” with the average of 2,27; “*I could not concentrate to the lecture of the teacher*” with the average of 2,46; “*I hate school and I did not want to continue*” with the average of 2,05; “*I lose my faith into myself*” with the average of 2,12; “*I feel desperate*” with the average of 1,90; “*I am embarrassed*” with the average of 1,82; “*I feel to be bruised my pride among my friends*” with the average of 1,92.

Students give their opinions as “natural” for the questions in bold in table 2 with the given arithmetical average values “**I find the teacher antipathetic**” with the average of 3,14; “**I feel anger and resentment to the teacher**” with the average of 2,09; “**I hate the lecture that teacher is tutor**” with the average of 2,75.

Table 2. The statistical data on the reactions of students for insulting behaviors of teacher

<i>The effects of inappropriate behavior of teacher on students</i>	<i>N</i>	<i>Average</i>	<i>Std. Deviation</i>
24. <i>I resort to physical violence</i>	461	2,25	1,616
25. I find the teacher antipathetic	461	3,14	1,725
26. I feel anger and resentment to the teacher	461	2,90	1,706
27. <i>I feel isolated by the teacher</i>	461	2,28	1,510
28. <i>I always think about behaviors of teacher</i>	461	2,20	1,439
29. <i>I feel sad</i>	461	2,24	1,489
30. I hate the lecture that teacher is tutor	461	2,75	1,699
31. <i>I am afraid in the lecture hours in which the teacher is tutor</i>	461	2,27	1,523
32. <i>I could not concentrate to the lecture of the teacher</i>	461	2,46	1,591
33. <i>I hate school and I did not want to continue</i>	461	2,05	1,413
34. <i>I lose my faith into myself</i>	461	2,12	1,453
35. <i>I feel desperate</i>	461	1,90	1,295
36. I have been sleeping hardly at night	461	1,51	,977
37. <i>I am embarrassed</i>	461	1,82	1,270
38. I feel nausea and headache	461	1,59	1,091
39. <i>I feel to be bruised my pride among my friends</i>	461	1,97	1,402

The Third Sub-Problem

The third sub-problem sentence of the research is that “Is there any significant difference on teacher candidates’ view about teacher aggression based on gender variable of candidates?”. The H1 hypothesis of this sub-problem can be formulized as follows: *H1= There is a*

significant difference between the views of male teacher candidates and female teacher candidates on the inappropriate teacher behaviors.

The statistical processing of the data to verify our hypothesis is listed in table 3. As it is seen from the table 3 that the average scores of reactions of male candidates against inappropriate teacher behaviors is higher than the average score of female candidates.

Table3. The statistical data for T-test on insulting behaviors of teacher and the reactions of students

	<i>N</i>	<i>Avg.</i>	<i>Std. Deviation</i>	<i>sd</i>	<i>t</i>	<i>p</i>
<i>Aggressive acting male female</i>	214	47,7804	18,99230	402	4,786	,000
	247	40,0810	14,92970			
<i>The response male female</i>	214	36,8551	14,14156	459	1,877	,061
	247	34,2105	16,10220			

However, to determine whether this difference is coincidence or it is the real indicator of inappropriate teacher behavior and its effects, T-test (Independent Samples Test) was applied and standard deviation (sd), t test value (t) and significance level (p) scores were examined.

For the subgroup of inappropriate behavior of teachers, significant value, p of T-test is found as 0, 00 as it is seen in the table 3. Because of our significant value is smaller than 0,05 (p<0,05), it can be concluded that our result depending on gender variable statistically acceptable. So difference is in favor of male students.

The significant value p in T-test for the effects of inappropriate teacher behaviors on students is 0, 61 as it is seen in table 3. Because of significant value is higher than 0,05 (p>0,05), the difference on teacher candidates' view about teacher aggression based on gender variable of candidates was found to be statistically insignificant. Although the difference is insignificant, the significant value of effects of inappropriate teacher's behavior on male students is higher than female students.

DISCUSSION AND COMMENTS

Aggressive behavior problems do not occur alone, when the problems of aggressive behavior in the classroom are understood, the reason of formation of inappropriate behavior problems can be identified. To correct those problems not only the target students' behaviors but also the teachers' behavior must be taken into consideration. However, there are not many researches on that issue in our country. While talking about inappropriate or aggressive behaviors, mostly student aggression is the focus point. This research is important in this regard since we tried to investigate the effects of inappropriate teachers' behaviors on students.

This study was conducted on the students of the University of Necmettin Erbakan, Faculty of Education. The results show that in the extent of the question "According to teacher candidates' perceptions, in what extent their own teachers show aggressive teacher behavior?", the findings were not statistically significant. The effects of inappropriate teachers' behavior could be high even if the action is repeated rarely. For example, the study of Dolin (1995) supports this judgment. Even teacher shows inappropriate behaviors rarely,

those effect students in a negative way such as decreasing the participation to the in class activities, decreasing the desire of learning and decreasing to behave in an appropriate way. This type of behaviors negatively affects cognitive and affective learning of students and they increase the resistance of the negative behaviors of students.

According to the studies on second sub-problem of the research, students gave their opinions as “natural” for the questions with the given arithmetical average values “*I find the teacher antipathetic*” with the average of 3, 14; “*I feel anger and resentment to the teacher*” with the average of 2, 09; “*I hate the lecture that teacher is tutor*” with the average of 2,75.

While the results depending on gender variable were analyzed, it was found that the average value of response of male students on the inappropriate behaviors of teacher is higher than average value of female students. The reason of that difference might be the perceptions of female students and their expectations from teachers and school. It is known that female students show inappropriate behaviors at school less than male students and they are more oriented to the school. For example, in the study of Mercan (2006) about the behaviors in school that are directed to the disciplinary committee shows that the male students are sent to the disciplinary committee because of unwanted behaviors more than female students. These behaviors of female students might lead them to be more sensitive about the reasons of undesirable behaviors and to make decisions in this way.

Although the difference is insignificant depending on gender variable for the question “Is there any significant difference on teacher candidates’ view about teacher aggression based on gender variable of candidates?”, the significant value of effects of inappropriate teacher’s behavior on male students is higher than female students. The reason of that might be male students internalize those behaviors more than female and they might take them as an assault to their personalities.

The results obtained in this research are not consistent with the result of other research in that field. Many researches tell that teachers could show inappropriate behaviors in class and those behaviors lead to negative effects on students’ learning and behavior, and as a result of the inappropriate behavior of teachers, the students show undesirable (Bonfield, 2003; Dolin, 1995; Toale, 2001). Inappropriate teachers’ behavior is one of the reason that affects learning and in class behaviors of student unfavorably. Besides, it is stated that those kind of behaviors are performed commonly among teachers (Memişoğlu, 2005; Roberson and Doebler, 2001; Sheets 2002; Bekiari et al., 2005; Buluç, 2006). The reason of not to get similar result with previous studies in this study can be concluded that high school (or elementary school) students could be under the influence of the events of this period more than the adult students in university or college. The reason of encountering more cases in this period might be results of contradictions between adolescence period of students and authoritarian conceptions of teacher. The research conducted by Duman et al. (2004) stated that in the education applications at high schools, the big part of authority is collected on teachers and students were asked to adhere to this authority. As a result teacher-centered classical methods are applied on high schools. In addition, intrusive-coercive approach was decreased while students are in higher classes. The reason of why we did not find any significant result between inappropriate teacher behavior and student response might be that our population is university students.

CONCLUSIONS AND RECOMMENDATIONS

According to the opinions of a group of experts working in the field of education, the behavior problems observed in the classroom are not belonging to students but the teacher.

On this basis, the failure one is not the student, it is the teacher who failed to develop appropriate students' behaviors. In this sense, the following recommendations can be applied to get positive teacher-student relationships:

Teaching personals should be aware of in which social groups the student belongs, the norms and traditions of the groups. In addition, students have the right to express their feelings and thoughts. Students exhibit inappropriate behaviors against the teacher who does not care the differences of students and want all of them to behave in similar way.

The unfavorable behaviors in class should not be overstated and teacher should avoid hardcore reactions. Since hardcore reactions cause student to develop unwanted behaviors.

The unfavorable experiences in class cause students to develop a negative attitude toward school and teachers so that triggers the failure of students. The teacher training institutions should consider those cases and institutions should add similar case studies to their curriculum to give different examples to teacher candidates. If teacher candidates have enough information about situations encountered in class, they will be prepared for the situations and so better decisions on class management can be applied.

The main ways to prevent aggression of students are to be in communication with students and to create a democratic environment in classroom. If the communication ways are constantly open to students, if student participations in all class activities are provided and if the class decisions are taken together with students, the probability of undesirable behaviors of both teacher and students could be decrease. To increase positive attitudes towards the environment and in particular to convert those attitudes into behaviors are important for teacher candidates who will raise the next generations. As a result, the quality and quantity of teacher training should be increased to provide better communication with students and teacher candidates should be guided to be more conscious about those issues.

Aggressive behavior of teachers should be considered as a subject to be examined in all educational levels. The result of all research and studies on this subject with the obtained data will help instructors and teachers to perform better reactions in class.

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