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## An investigation on teachers to whom positive attitudes were developed by students

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### Abstract

In this study, it is aimed to analyze the effects of out of school activities of teachers to whom positive attitudes were developed by the students in instructional process and heir some personal features on developed attitude. For this aim, semi-structured interviews were applied to 80 students and 10 teachers working in three different high schools under the authority of Erzurum Directorate of National Education in the first semester of the academic year 2009-2010. After the analyses of gained data, it was found that teachers' personal features are much more effective than their professional knowledge in the process of developing positive attitudes.

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*Keywords:* Positive attitude, teachers, learning-teaching

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### 1. Introduction

Being a teacher requires regular habits as well as knowledge and skills. “Therefore, teacher candidates studying at schools need value and attitude about their profession as well as knowledge” (Celikoz and Cetin, 2004). Gokce (1995) and Jeans (1995) state that teachers' behaviors have an important effect on students. According to Kucukahmet (2003, p. 68) “attitudes are one of the most important teachers' characteristics affecting the students”. In addition to this, attitudes towards the professions, students and schools have an important effect on the learning of students and their personalities.

In general, teachers' attitudes toward jobs, love of their profession, connected to their professions, the reach of social consciousness is a necessary and important to reach and jobs because they believe that they are constantly concerned with the case of developing (Güneyli and Aslan, 2009; Rafferty, 2003).

Negative or positive attitudes about these issues have an influence as directing attitudes of teachers' candidates. Hence, education lives of students should be organized to create positive attitudes towards the profession of teaching. According to Celikoz and Cetin(2004), if the teacher candidates can be educated as having positive attitudes towards their professions, they will fulfill their jobs more properly. Moreover, they will have positive

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attitudes to their students. Besides becoming researcher, they will be more creative and also they will transform innovations to learning. They can motivate students easier.

The students’ attitudes towards their courses and teachers affect teaching activities positively (Pianta, Steinberg, and Rollins, 1995). Therefore, it is important that students’ attitudes should be determined and commented. In this study, it is aimed to analyze the effects of out of school activities of teachers to whom positive attitudes were developed by the students in instructional process and their some personal features on developed attitude. Moreover, the importance of teachers’ personalities and the relationship between student-teacher are investigated.

**2. Material and Method**

*2.1. Sample*

Sampling consists of 80 students and 10 teachers studying at three high schools in Erzurum, Turkey.

*2.2. Instruments and Data Analysis*

This research is a case study. Semi-structured interview method and non-participant observation method are used for data collection. The results are classed with respect to common and different responses. Moreover, evaluations are based on these results.

*2.3. Applications*

The students at scope of work and teachers behaving affirmatively on these students are tried to determine. After that, the audience related with students’ preferences about applications in teaching process and out of process is applied. In addition, interview questions are used to connected with the teachers’ answers to whom positive attitudes.

**3. Results**

Ten questions are asked to students. The results of audience are given as questions-answers.

“Why do you love your teacher more than the other teachers?” the students answered this question like that she\he cared people more and also he applied new methods to create more active classroom environment. Moreover, he took care of students out of the school.

**Table 1 . The ratios of specialties and attitudes enable to improve teachers’ positive attitudes**

Variable	N	Percent (%)
Personal characteristics	70	87.50
Trust	65	81.25
Motivation	63	78.75
Guidance	58	72.50
Tolerant	54	67.50
Information	47	58.75
Love of teacher profession	33	41.25
Authority of branch	7	8.75
Gender difference	4	5.00

As shown in Table 1, some personal characteristics such as rhetorical skills, physical appearance, and generosity, sensitive, sincere have an impact on students. Whereas 87.5% of personal characteristic is effective, 5% gentle is

effective. As a result of this ratio, it could be said that the gentle is not dominant at improving positive attitude. In addition, it is observed that both students in nature sciences and human sciences improve positive attitude towards teachers of literature. The interview which is applied on teachers of literature supports these results:

- Literature course contains a lot of current issues,
- The activities of the students at the cut in the interest of the course (essay, poem, anecdote, etc.) into the scope of the course,
- Literature course requires superior oratory skills,
- Literature lessons in schools and their close bond with his clubs in the presence of a number of social activities (feast of poetry, etc...)

Interviews with the teachers developed a positive attitude and different teacher responses with questions are summarized below:

When the question “**How do you respond to your students’ expectations?**” were examined the answers given by teachers who participated in the interview, teachers have given short answers. Teacher’s, who are coded as T3, response to as follows:

*“Students expect their teachers’ attention. I respond positively to the needs and interests, try to feel have given value to them, respectfully. I behaved as friend with them try to minimize the difference between the teachers and students, and... ”*

Teachers give different answers to the following questions, “**How do you teach your course? Which activities are carried out during a course as to better yield?**”. The teachers are helpful in teaching new methods and techniques have not yet been told do not apply in their classes. A6-coded teacher, the differences in using new methods of breaking or even impossible to bring courage stressed. Literature course, teacher, A7; it is very important areas of more highly effective course said. Teacher of the A7 is noteworthy that these words;

*“I could not start the lesson as soon as I go to the class. The reader is prepared even to read at the beginning of a fairy tale with the fairy tale. Students also should be prepared before the lesson.... Short stories, memoirs, anecdotes, etc. are effective to tell for students’ attention to the course again. At the same time, we are undisclosed for out of our lesson. Time does not cause a loss for us.... ”*

#### 4. Conclusions

Randomly selected students from three schools performed research, the students’ personal characteristics of teachers in the development of this attitude is seen to be most effective. Behavior exhibited a positive attitude among students and teachers in the interviews oratory, physical appearance, ability to control his emotions, sincerity, generosity and sensitivity was found to be effective in such properties (Kennedy and Kennedy, 2004).

In addition, the contribution of gender was not important. For students, the teachers they want to see the reliability of behaviors, such as the ability to motivate and guide the important variables in the foreground. Literature teachers were developed in a very positive attitude.

As a result, many students’ characteristics effect of teachers’ behaviors and teacher expectations. There is many evidence showing that a relationship between students’ achievements and these expectations (Clifton et al., 1986, 62; Özkal et al, 2002).

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