

THE CHARACTERISTICS OF EFFECTIVE TEACHERS AS PERCEIVED BY
PRIMARY SCHOOL STUDENTS AND TEACHERS

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ABSTRACT

THE CHARACTERISTICS OF EFFECTIVE TEACHERS AS PERCEIVED BY PRIMARY SCHOOL STUDENTS AND TEACHERS

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This study aimed at investigating the perceptions of primary school students and teachers on effective teacher characteristics. The sample consisted of 450 primary school students from 6th, 7th and 8th grades and 150 teachers from 9 primary schools in the Province of Afyonkarahisar. Data were gathered from the participants via Effective Teacher Characteristics Questionnaire (ETCQ) developed by the researcher. Both descriptive and inferential statistics were utilized to analyze the data. Principal Component Analysis was used to find out the perceived dimensions of effective teacher characteristics questionnaire. Repeated Measures ANOVA was employed for the priorities of students within these dimensions and MANOVA was used to investigate whether there were significant differences among students' perceptions with respect to certain background variables. Descriptive statistics were used to analyze the responses of teachers for the questionnaire.

Results of the study indicated that primary school students perceived the effective teacher characteristics with respect to teachers' (1) relations with students, (2) personal traits and in-class behavior, (3) teaching ability, (4) motivating personality, (5) professional demeanor, (6) classroom management and (7) feedback & evaluation. Students give the most importance to 'teaching ability' and 'personality traits and in-class behavior' dimensions.

Descriptive statistics showed that teachers give the most importance to the items related with field knowledge, pedagogical knowledge and teaching ability.

Key words: effective teacher characteristics, perception.

ÖZ

İLKÖĞRETİM ÖĞRENCİ VE ÖĞRETMENLERİNİN GÖRÜŞLERİNE GÖRE ETKİLİ ÖĞRETMEN ÖZELLİKLERİ

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Bu çalışmanın amacı ilköğretim okulu öğrencilerinin ve öğretmenlerinin etkili öğretmen özellikleri üzerindeki algılarının incelenmesidir. Çalışmanın örneklemini Afyonkarahisar il merkezinde bulunan dokuz ilköğretim okulunun 6, 7 ve 8. sınıflarındaki 450 öğrencisi ve 150 öğretmeni oluşturmaktadır. Veriler araştırmacı tarafından geliştirilmiş ve pilot çalışması yapılmış olan “Etkili Öğretmen Özellikleri Anketi” kullanılarak elde edilmiştir. Elde edilen veriler betimsel ve çıkarımsal istatistik yöntemleri kullanılarak analiz edilmiştir. İlk olarak betimsel istatistik yöntem kullanılarak katılımcıların özellikleri çözümlenmiştir. Daha sonra algılanan etkili öğretmen özelliklerinin boyutlarını belirlemek için faktör analizi yapılmıştır. Boyutlar belirlendikten sonra, algılanan etkili öğretmen özelliklerinin boyutlarını karşılaştırmak için ilişkili örneklem tek yönlü varyans analizi yapılmıştır. Son olarak, cinsiyet, sınıf, başarı seviyesi, annenin eğitim seviyesi ve babanın eğitim seviyesi bağımsız değişkenlerine göre öğrencilerin adalet algılarındaki değişimi incelemek için çoklu varyans analizi yapılmıştır.

Faktör analizi sonucunda öğrenciler tarafından algılanan etkili öğretmen özelliklerinin 7 boyutlu olduğu ortaya çıkmıştır. Bu boyutlar; ‘öğretmen-öğrenci ilişkileri’, ‘sınıf-içi davranış ve kişisel özellikler’, ‘öğretme yetisi’, ‘motive edici özellikler’, ‘mesleki davranışlar’, ‘sınıf-içi disiplin’ ve ‘değerlendirme ve dönüt-düzeltilme’ olarak adlandırılmıştır.

İlişkili örneklem tek yönlü varyans analizi sonucunda, öğrencilerin etkili öğretmen özelliklerinden en çok ‘sınıf-içi davranış ve kişisel özellikler’ ile ‘öğretme yetisi’ boyutlarına önem verdikleri bulunmuştur. Çoklu varyans analizi sonucunda cinsiyet, sınıf ve başarı düzeyinin öğrencilerin algılarında fark yarattığı; anne-baba eğitim seviyelerine göre ise sadece anne eğitim seviyesinin anlamlı fark yarattığı ortaya çıkmıştır.

Öğretmen algılarında betimsel istatistik yöntemleri kullanılmıştır. Buna göre, en çok önem verilen etkili öğretmen özelliklerin alan bilgisi, pedagojik formasyon bilgileri ve öğretme yetileri ile ilgili özellikler olduğu ortaya çıkmıştır.

Anahtar Kelimeler: etkili öğretmen özellikleri, algı.

To My Family and Husband

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Education is the fundamental concern of Turkish society. As Beyhan (1994) says, it takes precedence over other issues such as commerce, business and politics because qualities of these issues are generated by the virtue of education. Today, there are so many changes and developments that it becomes difficult to follow. These developments and improvements can be kept up with by only qualified people who are well-educated. As Ergün (2002) says education accommodates the country and nation with qualified people who can adapt to the change easily and who are productive for the development of their countries. Especially today as a time of intellectual development, education should be qualified and effective; in other words, the effectiveness of the education should be ensured in order to comprise the well-being and development of countries and to ensure the industrial, economic and intellectual progress of the society. According to Karagözoğlu (1987) teachers are the most important component of education among the other two elements which are curriculum and students. If teachers are ineffective, education cannot be qualified no matter how effective the curriculum is (Karagözoğlu, 1987). In other words, for effective education, teachers should be effective because they are in the center of education and they are the ones who apply educational goals and objectives.

Nevertheless, as the population of the countries is increasing and the enrollment in schools is rising, classroom sizes become too large for an effective education. According to Goldhaber & Anthony (2003), this results in the need for more teachers. However, the increasing need for teachers may cause employment of

ineffective teachers and this, in turn, has negative effects on the quality of the education and learning of students. As Brophy and Good (1988) have stated, “Effective school learning requires good teaching, and good teaching requires professionals who exercise judgment in constructing the education for their students” (p.74). “Teachers should not only transmit the curriculum using only one way but also know all the ways and create educational experiences for students in order to provide meaningful learning” (Brophy & Good 1988, p. 76). In other words, teachers need to have necessary characteristics that enhance student learning.

In addition, Kemp & O’Keefe (2003) have argued that although the improvement of the curricula, programs and facilities are necessary for effective schooling, the most important improvement needs to be in schools’ faculties. Deals (2005) and Gallagher (2002) have confirmed that when the differences in student characteristics are controlled, teachers are highly influential in student achievement. Several other studies have also proved that the teacher in the classroom is one of the most important schooling factors that affect the students’ outcome (Ferguson, 1998; Goldhaber, 2002; Hanushek, Kain & Rivkin, 2002; Wright, Horn & Sanders, 1997).

In her research in a metropolitan area, Darling-Hammond (2000) has found that differences in the qualification of the teacher results in more than 90% variation in student achievement. She has also found that teacher quality characteristics such as certification status and degree in the field to be taught are significantly and positively correlated with student outcomes. According to Kaplan and Owings (2001) recent research verifies that talented teachers results in high-qualified education and student achievement. Students’ performances are enhanced with the help of effective teachers. Similarly, Sanders and Rivers (2002) have argued that the effects of teachers on students can be measured even four years after the end of the course, so a teacher’s role in students’ education is vital. For the improvement of instruction and teaching, teachers should be aware of the characteristics of effective teachers. Being aware of the characteristics of an effective teacher may encourage teachers to develop their skills and knowledge that increase students’ achievement. As Centra

(1993) has confirmed, most teachers want to be good at their jobs and be effective teachers. They want to improve their teaching but there is lack of research showing how they will be better in teaching. Because of this issue, there is a need for studying effective teacher characteristics. On the other hand, identification of effective teacher characteristics from the perspective of students and teachers may help employers to determine necessary criteria in employing effective teachers.

Knowing the teacher characteristics that are rated highly by students enables teachers to improve and modify their instruction in a way that their students' require (Deal, 2005). It is necessary to describe these characteristics based on the students' responses, because students are the ones whom the teachers are mostly engaged in and to whom they teach their lessons. They should get feedback on their teaching from the students. In his study, Peter (1998) has indicated that "as the most important element in the school, students should have some input into what they perceive as effective teaching" (p.16). In addition, if teachers know what aspects that their students give importance to in their teaching or what characteristics they consider as effective, they can try to develop themselves accordingly. Moreover, "student feedback converted into teaching improvement increases instructor's effectiveness" (Panasuk & Labaron, 2000, p. 362).

On the other hand, Follman (1995) has asserted that high school students and college student ratings in effective teachers' evaluation have been used most of the time but public school and elementary school students' ratings are rarely used. Therefore, there is a need for a study to conduct in primary schools. In this way, teachers, especially primary school teachers, will become aware of effective teacher characteristics and try to alter themselves relevant to these characteristics. Because as Bain (2004) has confirmed, if a teacher does research into the characteristics of excellent teachers, other teachers can model these characteristics and be effective. Similarly, when teachers who have weaknesses in teaching are given the opportunity of increasing their awareness about effective teacher characteristics, their students' ratings improve (McLean, 1979). Therefore, it is important for teachers to know

what their students think about effective teacher characteristics and improve themselves accordingly. With the help of research on teacher effectiveness, teachers will be interested in improvement of teaching and education (Kyriakides, Campbell & Christofidou, 2002).

Studies on effective teacher characteristics have several functions. Marsh and Roche (1993) have summarized these functions of analyzing effective teacher characteristics as: providing formative feedback to teachers that enables them to improve their teaching, summative evaluation of effective teaching to be used in personnel decisions, and information for students in order to select courses and teachers.

On the other hand, students can rate their teachers validly and reliably; their evaluations of teaching are meaningful (Centra, 1993; Cohen, 1981). In his study, Follman (1995) has conducted four split half, two test-retest, one individual item, and one internal consistency reliability studies and has concluded that pupil raters at the age of six and older, can rate teachers reliably. Therefore it is clear that students can reliably give their opinions about their teachers' characteristics and also there is a lack of research that uses public pupils' perceptions on teacher effectiveness.

Students' perceptions of their teachers' characteristics are important but teachers' perceptions of effective teacher characteristics are also important as they become aware of their own characteristics in this way. As Raptakis (2005) has indicated "although there is a consensus that the teachers are the strongest determinations of student achievement, there isn't enough information about whether the perceptions of students on teacher effectiveness and perceptions of teachers on this issue coincide with each other" (p. 34). In addition; although it is understood that the teacher is one of the very important elements of education, relatively few studies have been done to increase the quality of the teachers (Goldhaber & Anthony, 2003). It is necessary for researchers to conduct studies related to this issue so that effective teacher characteristics become known to teachers. There are studies that tried to detect these

characteristics by working with preservice teachers (Bozkurt, 1998; Kocaçınar, 1960, cited in Hesapçioğlu,1988, p.240; Minor and Onwuegbuzie, 2000; Tezer, 1998); university students (Beyhan, 1994; Deals 2005; Kavak, 1986) ; parents (McDermott and Rothenberg, 2000); college and high school students (Aydoğdu, 2003, Brown, 2004; Erbaş, 1998; Köymen, 1988; Lang, 1992; Young, Whitley & Helton, 1998; Witty, 2000, cited in Çetin, 2001, p. 18); public elementary school pupils (Bail and Mina, 1981; Follman, 1995); graduate students (Xiaoun Shi, 2005); administrators and teachers (McGee, 2006; Moran, 2005) and school board members (Johnson, 1997). In his study, Johnson (1997) interviewed school board members, principals and teachers of middle elementary and secondary schools. In another study by Walls, Nardi, Minden and Hoffman, (2002) the characteristics of effective teachers were investigated by involving prospective teachers, novice teachers and experienced teachers. Studies determined effective teacher characteristics according to the students', teachers', administrators' and parents' perceptions.

Especially in the Turkish context, there is a lack of research that identifies the perceptions of both primary school students and teachers and make comparisons between these two. In Turkey, the teacher effectiveness issue is studied to be able to reveal these traits by asking apprentice teachers (Bozkurt, 1998; Köymen, 1988), university students and instructors (Kavak, 1986), elementary school teachers (Özel, 2004), and high school teachers (Doğan, 2004). In all of these studies, the characteristics of effective teachers are analyzed but they are not analyzed from primary state school students' and teachers' perspectives and there is no study that looks at the differences between these two groups' views.

1.2 Purpose of the study

The purpose of the present study is to identify the perceptions of Primary School teachers and students on the characteristic of an effective teacher.

1.3 Significance of the study

As mentioned earlier, quality education is very important for nations in their social and economic development. The quality education of teachers should be effective because teachers have the most influence on student learning and achievement. In other words, teachers who provide students with learning should be effective so that the students can be developed intellectually to be able to adapt to change easily and ensure the development of their country.

However, in order to accommodate the nation with qualified teachers, there is a need for research that investigates effective teacher characteristics. Teachers need to know what effective teacher characteristics are and to what characteristics students give importance in order to renew themselves accordingly. The findings of this study may help teachers to be able to see the differences between their perceptions and their students' perceptions as well as the aspects of effective teacher characteristics that are prioritized by their students. The effective teacher characteristics disclosed in the literature review of this study and also the results of this study may help teachers to be enlightened on effective teacher characteristics as they can improve their skills and behaviors in accordance with these characteristics.

Moreover; this study may provide a documentation for educators, teachers, administrators as it will provide a better understanding of the term 'effective teacher' from the teachers' and students' point of view so that teachers can utilize it in enhancing the quality of education. With the help of reviews in this study, the importance of teachers for effective education will be revealed and in this way the interest and concern for qualifications of teachers may be increased. As a result, the endeavor for distribution of effective teachers into schools may be realized. Especially for administrators, this study may provide information on effective teacher characteristics so that they can hire effective teachers or try to inform their schools' current faculty about these characteristics so that they can improve themselves accordingly.

In Turkey, this study will provide knowledge for the inspectors who are the ones to evaluate teachers' in the classroom context. With the help of the documentation of this study, the inspectors may consider the effective teacher characteristics in the evaluation process. Moreover, Ministry of Education may realize the importance of the students' views on teacher effectiveness and may develop new systems to assess the teacher performance. They may also realize the importance of effective teachers and they may arrange in-service programs that will inform teachers about effective teacher characteristics.

This study will also provide documentation for curriculum developers as they may get help from it in developing curriculum for the education of pre-service teachers. They may arrange courses on teacher effectiveness so that the pre-service teachers know the ways of being effective.

The results of this study can be helpful for constructing instruments to investigate teacher effectiveness, too. It will also provide a basis for further research on teacher effectiveness as it reveal the literature on this issue.

1.4 Definition of terms

Perception

Peter (1998) defines perception as the awareness of a process and the education and the consciousness of that process and its effect on the learner.

Effective teacher:

Stronge (2002) defined effective teachers as individuals who have professional preparation and qualifications, background, professional attitude, dedication and reflective practice, classroom management, planning, and teaching skills, and who monitor student progress, organize instruction (p. 25).

1.5 Limitations

This study is limited to Primary schools in Afyonkarahisar. The items in the Effective Teacher Characteristics Questionnaire were limited to the dimensions selected by the researcher herself.

Moreover, the questionnaire was administered close to the end of the school year can be considered as a limitation since students may be bored with school and exams. While the questionnaire was being administered, some of the 8th grade students were not attending to the school since they were studying for OKS examination.

CHAPTER 2

REVIEW OF LITERATURE

This chapter is devoted to summarize the relevant literature on the characteristics of effective teachers. The first section describes definition of effectiveness in teaching and the second section presents the importance of teacher effectiveness and the importance of students and teachers perceptions on this issue. The last one includes the summary of the studies conducted.

2.1 Teacher effectiveness

Teacher effectiveness is a multidimensional issue and identifying the traits of effective teachers is not easy. Campbell, Kyriakides, Muijs & Robinson, (2004) have defined the teacher effectiveness as “the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students’ performance”(p. 3). Brophy & Good (1986) stated that effective teachers help their students to be focused on their lessons and do their best for their students’ success. In his article Goldhaber (2002) has defined good teaching as ‘mystery’ as it is very difficult to be explained by quantitative studies. Although the description of the characteristics of a ‘good teacher’ or ‘an effective teacher’ is not easy, the vital role that teachers play in children’s learning encouraged researchers to determine effective teacher characteristics. In their book Glathorn Jones & Bullock, (2006) have summarized qualified teachers’ characteristics that are defined in No Child Left Behind Teacher Quality Studies’ as: “having bachelors’ degree and full certification, demonstrating competence in quality learning, the science of teaching which includes the essential skills and subject skills

and teacher professionalism” (p.3). The relationship among the dimensions of the characteristics of a qualified teacher is described in Figure 2.1

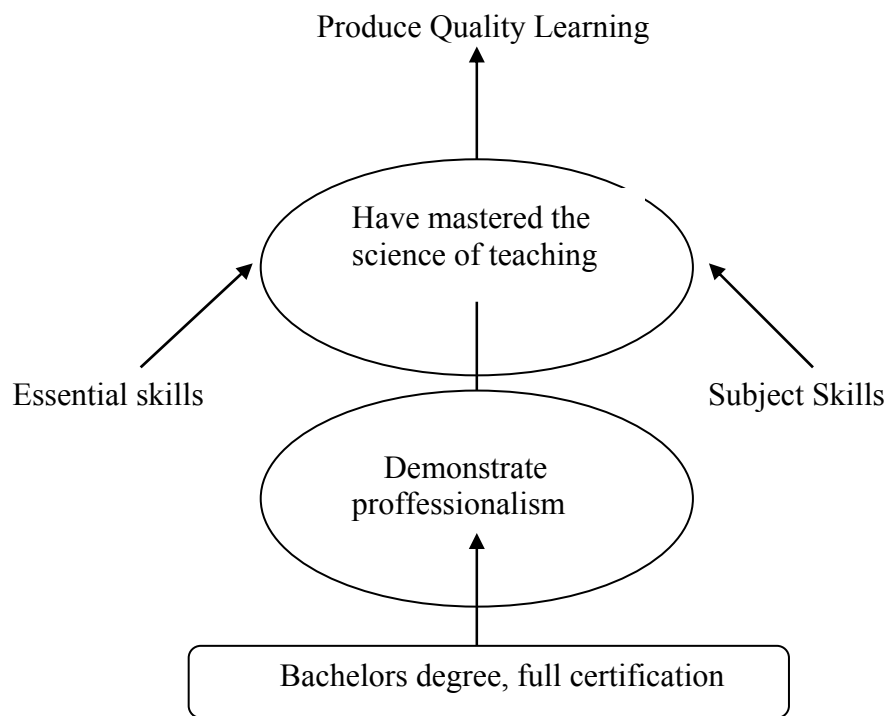


Figure 2.1. *Qualified teacher* Source: Glathorn, Jones, and Bullock, (2006), p. 4.

In their research, Goldhaber & Anthony (2003) have explained that National Board for Professional Teaching Standards (NBPTS) and The National Council for the Accreditation of Teacher Education (NCATE) all agree on these effective teacher characteristics: knows the process of students’ learning and development and enables students’ further learning through this process, knows his/her subject matter in detail, enable students to engage in subject matter, have relationship with educationists and colleagues for the success of students. In their book, Campbell, Kyriakides, Muijs and Robinson (2004) have summarized teacher effectiveness research that is done until today and the dimensions are appealed as in the Table 2.1:

Table 2.1. The main factors associated with effective teaching examined by each phase of research into teacher effectiveness

Studies on teacher effectiveness	Factors examined
	<i>Psychological Characteristics</i>
Passage Product Studies	a) Personality Characteristics b) Attitude c) Experience d) Aptitude/ Achievement
	<i>Teacher Behavior</i>
Process-product model	a) Quantity of academic activity <ul style="list-style-type: none"> • <i>Quantity and pacing of instruction:</i> Effective teachers prioritize academic instruction and maximize amount of curriculum covered but at the same time move in such steps that each new objective is learnt readily and without frustration. • <i>Classroom Management:</i> Effective teachers organize and manage classroom environment as an efficient learning environment and thereby engagement rates are examined. • <i>Actual Teaching Progress:</i> Students should spend most of their time being taught or supervised by their teachers rather than working on their own and most of teacher talk should be academic rather than managerial or procedural. b) Quality of teacher's organized lessons <ul style="list-style-type: none"> • <i>Giving Information:</i> The variables which were examined referred to structuring and clarity of presentation. • <i>Asking Questions:</i> The variables which were examined referred to the cognitive level of question, the type of the question (i.e. product vs. process questions), the clarity of questions and the length of pause following questions. • <i>Providing Feedback:</i> The variables which were examined referred to the way teachers monitor students' responses and how they react to correct, or incorrect answers. • <i>Practice and application opportunities</i>

Table 2.1. (continued)

Studies on teacher effectiveness	Factors examined
Beyond classroom behavior model	<ul style="list-style-type: none"> c) Classroom Climate <ul style="list-style-type: none"> • <i>Actual Teaching Progress</i>: Students should spend most Businesslike and supportive environment a) Subject knowledge b) Knowledge of pedagogy c) Teacher's beliefs d) Teacher's self-efficacy

Source: Campbell, et al. (2004), p: 58

As it is understood from Table 2.1 in every phase of research, teacher effectiveness is found out to be multidimensional. Moreover, similar to these phases of research, according to the researches done until today, the characteristics of teacher effectiveness can be analyzed in 6 dimensions: personality traits, professional development and field knowledge, communication skills-verbal ability, classroom management, instructional organization and measurement & evaluation.

2.1.1 Personality Traits

In some of the studies that asked students to identify the characteristics of effective teachers the answers were mostly about the teachers personality traits rather than their knowledge of field; teaching ability, evaluation or knowledge of teaching strategies (Kocaçınar, 1960; Peart and Campbell, 1999, Witty, 2001). Yost (2002) has stated that personality traits of teachers are of the most important element in identifying effective teacher characteristics. The personality traits of an effective teacher that have been revealed in several researches are as: thoughtful (Porter and Brophy, 1988) easy-going, happy, optimistic, supportive, kind, fair, honest and trustworthy (Minor, Onwuegbuzie, Withcher & James, 2000), energetic, exciting, enthusiastic, and helpful (Deal, 2005), caring (Cotton, 1995, Demmon-Berger, 1986; Porter and Brophy,1988), understanding and friendly (Koutsoulis, 2003), cheerful,

admired and interesting (Veldman and Peck, 1963). According to Patrick and Smart (1998) one of the three dimensions of effective teaching is respect of students. Moreover, according to Stronge (2002) there are many traits, talents and skills that are necessary to be an effective teacher and personal characteristics of a teacher are the most important of these traits. These characteristics are “caring, fairness and respect, friendly and personal interactions with students, enthusiasm and motivation towards teaching, and reflective practice” (p. 23).

When teachers possess these traits, a genuine relationship between teachers and students occurs and effective learning of students is realized.

2.1.2 Professional Development and Field Knowledge

It is suggested by the researchers that if teachers develop their professional knowledge and renew themselves systematically this will enhance their effectiveness and help them to manage the changes in 21st century (Darling-Hammond, 2000; Smittle, 2003). Moreover, researches have proved that effective teachers are knowledgeable in subject matter and content area (Brophy, 1988, Brown, 2004; Darling- Hammond, 2000; Demmon-Berger, 1986; Feldman, 2005; Kavak, 1986; Patrick & Smart, 1998; Porter and; Lang, 1992; Minor, Onwuegbuzie, Withcher & James, 2000; Veldman and Peck, 1963; Stronge, 2002). According to Scriven (1994) subject knowledge is perceived as one of the important effective teacher characteristics by most of the people. Aubrey has (1993) found that teachers’ lack of subject knowledge impedes them to bring their knowledge of how children learn into practice. Monk (1994) has confirmed that there is a positive relationship between teachers’ subject knowledge and student achievement.

Mandeville and Liu (1997) have worked on the effects of teacher certification which is partly based on subject knowledge on student achievement level. They have found out that students who are in the schools that have teachers with high levels of certification perform better on thinking skills than other students whose teachers

have lower level of certification. Darling-Hammond (1998) also has stated that teachers who know a lot about teaching and learning provide students with successful learning. This idea is also confirmed with Strauss & Sawyer's (1986) study. According to the results of this study, average scores of teachers on a test which measures subject matter and teaching knowledge has strong correlations with average school district test performance. Similarly, in Goldhaber and Brewer's (2000) study, students whose teachers have advanced degree in their subject matter have performed better in tests rather than the students whose teachers have no training in their subjects. Related to this issue it has been found out that students want their teachers to be knowledgeable and clever who improve themselves and modify themselves to change (Koutsoulis, 2003) and have cultural knowledge (Peacock, 2006). As it has been confirmed with all of these studies effective teachers should have deep subject knowledge and they should renew themselves following the changes.

2.1.3 Communication Skills- Verbal Ability

In order to be an effective teacher, teachers should not only have profound knowledge in subject but also transfer this knowledge to students efficiently. Centra (1993) has argued that one of the most important dimensions that the students want to see in effective teachers is communication skills. Supporting this idea, according to the results of Darling and Hammond's study (2000), students give worth to the teachers who transmit their knowledge through strong communication skills. Similarly, according to Mac Dermott and Rothenberg (2000), parents, students and teachers all agree that effective teachers should have good interactions with students, parents and colleagues. In other studies that have analyzed characteristics of qualified teachers, this feature is one of the most rated characteristics. In Hanushek's study (1986) teachers who are successful in verbal ability tests performed better in the classroom. It is also confirmed that effective teachers use language and voice very well (Deal, 2005; Sönmez, 1994), communicate effectively with students and handle teacher-student relationships (Koutsoulis, 2003). In other words, they should

have positive and strong relationships with students (Wubbels, Levy & Brekelmans, 1997). Also it has been observed that teachers who have good communications with parents are viewed as effective (Taylor & Walpole, 1999). Similarly; Stronge (2002) has also accepted that one of the characteristics of an effective teacher is verbal ability.

According to Porter and Brophy (1988), “effective teachers clearly communicate with their students about what is expected from them-and why” (p.75). Lowe and Brock (1994) have revealed that students want their teachers to define course objectives and assignments and also evaluation methods clearly. As it is understood from several studies, effective teachers are good communicators (Patrick and Smart, 1998; Minor et al., 2000) and they develop rapport with their students through good verbal and nonverbal communication skills (Thompson, Ransdell & Rousseau, 2005). They also communicate with their students about course objectives, what are expected from them, classroom rules clearly and also they have proper interactions with parents.

2.1.4 Classroom Management

Researchers have suggested that one of the characteristics of a qualified teacher is being an effective classroom and behavior manager (Demmon-Berger, 1986; Koutsoulis, 2003; Minor et al., 2000; Thompson et al., 2005). For a good instruction and efficient learning, teachers should provide a classroom environment which have positive climate. Creemers and Reezigt (1996) have confirmed that effective teachers provide students with efficient learning environment by organizing and managing the classroom and as a result they maximize students’ involvement in the lesson. Teachers should also use preventative discipline and democratic approach during the course (Demmon-Berger, 1986). According to Kaplan and Owings (2001), teachers who do not have classroom management skills cannot able to build an environment that supports student learning.

In order to realize the classroom management, teachers should control the classroom, diminish the disruptions and be aware of students' behaviors (Brophy and Good, 1986, Peart & Campbell, 1999). Tursman (1981) has mentioned that teachers should be both authoritative and democratic and should enable students to take responsibility and self-direction.

According to other several studies that have identified the effective teacher characteristic by students views are: manages the class with respect and affection (Köymen, 1988), has classroom and behavior management skills; is authoritative, a good disciplinarian, has leadership skills and is alert (Minor et al., 2000). Moreover, effective teachers clearly express the rules and discuss about the classroom rules with students (Kemp & Hall, 1992). That is to say they have strict control with democratic attitude (Veldman and Peck, 1963).

2.1.5 Instructional Organization

In order to be effective; teachers should not only have content knowledge but also should know the ways of conveying this knowledge. In other words, effectiveness includes knowing the teaching techniques, models and strategies and effective planning of the lesson. According to Shulman (1986), content knowledge of a teacher is useless when it isn't used with knowledge of teaching; that is to say pedagogical knowledge and knowing the way of organizing lesson is as important as field knowledge. It is confirmed that achievement level of the students are enhanced when teachers use "systematic teaching procedures" (Kemp & Hall, 1992, p.23) and "varied teaching strategies" (Demmon-Berger, 1986, p.35). As Stronge (2002) has ensured, effective teachers know the instructional techniques and teaching and also they can easily modify these techniques appropriately to the student needs and difficulty of the subject matter. According to Wenglinsky (2000), students have different characteristics and each student learns in different ways and using different strategies that are suitable to each of these characteristics have positive effects on student achievement. Similarly, Monk's (1994) study of student's mathematics and

science achievement has assured that teachers' training on teaching strategies and ways of learning have positive effects on student learning. According to Patrick and Smart, (1998) the two important dimensions of effective teaching are organizing and presenting the lesson with challenging expectations. Similarly; according to Murray (1983) presentation of the subject matter in a "demonstrative" and "distinct way with eagerness" is one of the necessities of being effective (p.140). As Darling-Hammond (1992) has indicated effective teachers also plan the course; they prepare themselves for the course.

In some of the other researches, several effective characteristics related to instructional organization have been revealed. Firstly, effective teachers are professional (Minor et al., 2000). They use variety of learning activities (McDermott and Rothenberg, 2000), instructional techniques and strategies very well (Köymen, 1988; Sönmez, 1994). They are task-oriented (Demmon-Berger, 1986). Moreover, they work in plan, have professional formation and they are capable of teaching the lesson proper to each students' level (Hesapçioğlu, 1988). They also teach by using approaches skillfully that respond to students and demonstrate skill in asking students higher order questions and probing their responses (Darling & Hammond, 2000), teach students 'meta-cognitive strategies' and how to use them, use both high and low levels of objectives, give proper and regular feedback, integrate the teaching material with other courses (Porter & Brophy, 1988), are talented instructors that includes being creative, open to new teaching styles, having clarity in teaching subjects and ability to take students' interests (Minor et al., 2000). They are prepared and organized for the lesson (Deals, 2005; Feldman, 2005). They use repetition as a means of ensuring student understanding of concepts and skills clearly and give effective and encouraging feedback, motivate students by using a variety of strategies within the lessons, draw on students' prior knowledge (Thompson et al., 2005) use encouragement, explanation, examples and analogies, having high expectations and teach according to various learning styles (Peacock, 2006).

2.2 The importance of teacher effectiveness

In the schools, effective teaching is very important for students' success. Teachers' way of planning the lessons, their performance and communications with the students makes them different from each other (Doğan, 2006). Many researches that are done in recent years have shown that teachers who have strong personalities affect the students in a positive way whereas the teachers who have weak personalities affect the students in a negative way causing the students to lose their enthusiasm for the school and learning (Oğuzkan, 1989). It has been affirmed that individual behaviors of teachers are related to student outcomes (Muijs and Reynolds, 2001). Similarly, Sanders and Rivers (1996) have argued that "the single most important factor affecting student achievement is teachers; lower achieving students are the most likely to benefit from increases in teacher effectiveness" (p. 45).

The researchers have also revealed that the students' personal study or doing homework do not have noteworthy importance on students' achievements whereas the teachers' way of teaching, instruction and performance in the class have remarkable effect on student achievement. Furthermore, teacher characteristics have the most important effect on student achievement compared to other school characteristics such as class size (Darling-Hammond & Young, 2002; Hanushek, 1997; Murnane & Phillips, 1981; Sanders & Rivers, 1996). In other words, when teachers are successful students are successful, too (Stronge, 2002). Moreover, one of the studies on effective schooling has confirmed that teachers have important roles in effectiveness of the schools and in development of students (Scheerens & Bosker, 1997). So, it can be said that teacher effectiveness is also necessary for the school effectiveness.

Darling-Hammond (2000) with her several studies on teachers' quality has verified that the difference in students' test scores is because of the difference in teacher qualification when the socio-economic statuses of these students are controlled.

Similarly, Rockoff (2004) who has observed the same group of teachers for about 10 years has concluded that differences among the teachers bring about % 23 variations in students' test scores. Same results has been found in Hanushek, Rivkin and Kain's study (2002) which has validated that when they get help from qualified teachers, the students who are economically disadvantaged can come up to the same level with the other students who are not. So; it is understood that effective teachers provide equality in education between low- income and high-income schools. According to Gallagher (2002) teachers should increase their effectiveness in order to improve student learning. Because as Tan (1989) says "no matter how well the curricula are designed or how functional objectives and subjects of the course are selected with great care, the success of the students or the level of achievability of the aims of the courses depend upon the quality of the teachers" (p.129).

Furthermore; in the classroom environment, students learn how to tolerate and respect people, their civic duties and values of society so that the country has citizens who carry out the responsibilities and encourage intellectual, industrial, economic development and productivity. For the realization of these issues teachers' effects are inevitable; teachers are the ones who shape the students' future and their academic and social backgrounds (Goldhaber & Anthony, 2003). It is understood that for the students' success, development and effective learning, desire and enthusiasm for learning, and for the country's well-being; teachers play a very important role. Teachers have influence on students' not only successes but also the personal development because they model their teachers' characteristics. They especially model the social behaviors of their teachers. So, the teachers should not only be good instructors but also be excellent models with their "strong personality", "good communication skills" and "positive attitudes" (Serter, 1997, p.167). In addition to contribution of teacher effectiveness to the students' education, effective teachers also contribute to the development in educational goals (Campbell et al., 2002). As it is understood from all of these studies; teacher effectiveness is necessary firstly for achievement of the students then for the effectiveness of the school and for the realization of educational goals.

2.2.1 The importance of students' perceptions on teacher effectiveness

In classrooms teachers and students are continuously in relation with each other and learning occurs as a result of this relation. Many of the studies analyse the characteristics of effective teachers by asking teachers (Doğan, 2004; Özel, 2004; Walls, Nardi, Minden & Hoffman, 2002). Some ask administrators to evaluate the teachers to find out whether they are effective or not (Johnson, 1997; McGee, 2006; Moran, 2005). But as Kauchak, Peterson and Driscoll (1985) have found out in their study asking teachers about their attitudes towards teacher evaluation, these teachers have viewed administrators' evaluation as ineffective because it has little or no impact on actual teaching practice. On the other hand, they have perceived students' evaluation as valid because the students are the ones who spend the most time with teachers. Similarly, Medley and Coker (1987) have confirmed that directors' rating the teachers' performance and real measures of effectiveness have no relations. Moreover, for the realization of the effective learning, it is important to focus on how students perceive and interpret their teachers because they spend most of school time with their teachers. According to Lortie (1975) no other individuals rather than students have long, broad and deep experience with the teachers and teachers give importance to their students' views or achievements as the predictors of their effectiveness. Braskamp, Brandenburg and Ory, (1984) have argued that teachers are more observable than the course itself, so students can easily form an opinion about their teachers' characteristics. They have also stated that because students are the recipients of the instruction; they can provide a unique and important perspective on their teachers' characteristics. Likewise, Follman (1995) has assured that the students are the ones who have the most experience with the teacher. They have direct interaction with their teachers and they have day-long and even day-after-day relation with their teachers. because of this, they have a perspective about their teachers that no other person has. In his study Ryans (1949, cited in Follman, 1995, p.67) has searched for the reliability of the pupil rating scale with test-retest, split half and internal consistency methods and with factor analyses. He has also analyzed

the reliability and validity studies of the researchers who has developed these scales and has found out that the students whose ages are more then 6 can rate their teachers reliably. He has recommended using students as a source of information about teacher effectiveness as they provide valuable data and their views are important. Marsh (1979) also has concluded from his study that students can evaluate their teachers validly because teachers' self-evaluation mean scores and students' evaluation mean scores are correlated. Similarly, Cohen (1981) has compared students' rating of their teachers and their achievement levels in his several studies and has found out that students are good at detecting effective characteristics of their teachers.

On the other hand, when student-teacher relations are good, students' educational growth becomes strong and when students have positive relationships with teachers, they are more successful (Goldhaber, 2002). In other words, when teachers behave in a way that their students want; close relationships will be established and the students' achievements will become notable. Therefore, students' views should be taken into consideration so that teachers get information about the behaviors that students like. Another argument for the importance of the students' perceptions on effective teachers is that teachers improve themselves according to students' ideas (Braunstein, Klein & Pachio, 1973). Also according to Tuckman and Oliver (1968) teachers react positively to their students' opinions about themselves whereas they react negatively to the administrators' views. Besides, according to Koutsoulis (2003) in order to be effective, teachers should satisfy students' needs and create a positive and productive atmosphere in the classroom. To be able to realize this, teachers should know which characteristics students consider as positive and like most. He has also stated that if the students' description of effective teacher is taken into consideration, it will help the teachers to recognize students' expectations from them and by this way teacher-student relationships will be positive and in peace.

Similarly; Ramsden (1992) has pointed out that in order to be able to improve their teaching, teachers should know students' learning experiences from their point of

view. In other words, if teachers do not understand what they are doing during teaching from students' point of view, they cannot be effective in teaching and instruction.

2.2.2 The importance of teachers' perceptions on teacher effectiveness

In the light of the education they have taken before and years of experience, teachers have ideas about the ways of effective teaching and effective teacher characteristics. As Niles, Akos and Cutler (2001) have confirmed, experienced teachers easily identify the success in teaching and help their inexperienced colleagues with their views. According to Ronald (2005) teachers' assessing of their own teaching should count for something in the teaching effectiveness issue. According to Braskamp, Brandenburg and Ory, (1984) teachers' comparing their own ratings and students' ratings may be beneficial for their teaching. In other words, asking teachers about their perceptions on characteristics of effective teacher gives them the opportunity to think about their own work activities and decide which of them are effective or not. By this way, teachers become more sensitive and realize their responsibility towards matters concerning their work and their professional development might be encouraged (MacBeath, 1999). Because of these, teachers' own perceptions of effective teacher characteristics are as important as the students' perceptions.

2.3 Studies conducted on teacher characteristics

There have been several studies conducted on teacher effectiveness. In these studies opinions of teachers', pre-service teachers', students' and parents' have taken. Dorhout (1983) has conducted a study on students' and teachers' opinions about teacher characteristics. He has asked students to indicate their preferences on teacher characteristics. The results have showed that there are many differences between teachers and students opinions. Students have mostly preferred teachers who have strong personal and social characteristics that are establishing rapport, understanding the needs of the students and being fair in assessment.

In their study titled *'The Characteristics of Effective Teachers in High Poverty Schools- Triangulating Our Data'*, McDermott and Rothenberg (2000) have taken the parents', teachers and students' opinions about effective teachers by doing focus group interviews with them. It is found out that these 3 groups have different opinions about the issue. Parents have told effective teacher is the teacher who usually in interaction with parents and have good communications with the parents for their students' success. Although teachers have agreed with this idea, they have told that effective teachers are the ones who include students' language into their teaching and who integrate children's cultural knowledge into the curriculum. Students on the other hand, say that they like the teachers who do not yell; who are funny and nice, who spare time with them rather than school time and talk personally with them and use variety of learning activities.

One of the important studies has been conducted by the HayMcBer (2000) through interviewing with teachers to find traits of effective teachers. According to interview results, three main areas of effectiveness have found: Professional characteristics, which include teachers leadership qualities, their ability to relate to others, their analytic and conceptual thinking skills, their professionalism, planning the course; classroom climate, which includes clarity of each lesson and teacher fairness, the opportunity for pupils to participate, feeling emotionally supported in class, the perception that the classroom is a safe, interesting and exciting place and the feeling that the classroom is a comfortable, well organized and attractive physical environment; teaching skills, including time on task, high expectations, effective planning, varied teaching, classroom and behavior management, and effective use of assessment and homework.

In Gallegher's study (2002) conducted in USA, teachers literacy, math and language development are evaluated with tests and students are evaluated with their reading, math, Language arts and composite subjects. The results have showed that there was a strong correlation between the teacher evaluation scores and classroom

achievement in reading whereas there is moderate correlation between teacher evaluation scores and student achievement in math and language arts. So, it is understood that teacher achievement and student achievements are correlated.

Koutsoulis (2003) has conducted a study in Cyprus by taking students' perspectives on effective teacher characteristics. He has also tried to find out whether there were differences among the perspectives of the students in different achievement levels. Results have showed that students in different achievement levels perceive teacher effectiveness differently. Students in low achievement level give importance to human characteristics and teaching skills whereas student in high achievement level give importance to communication skills and professional development. The most common characteristics taken from students' responses are: effective management of the classroom, ability to show understanding and friendliness, to communicate effectively and to handle teacher-student relations. Lastly, students wanted their lesson to be motivating and interesting.

Brown (2004) has conducted a study on high school students asking about their perceptions on effective teachers. The survey results have showed that there is no significant difference according to the students' race/ ethnicity, gender but there was a significant difference according to the course subject matter. According to the interview results students' views of effective teachers are found out to be as knowledgeable, helpful, nice, organized, patient and as being clear, having sense of humor and teaching for understanding.

A qualitative study has done in a private university by Deals (2005) and students are asked open ended questions about their instructors. The effective instructor's characteristics from students' own words are: encourages class participation, discussion and interaction; is knowledgeable in subject matter; uses clear examples and real-life explanations, transmits knowledge in a humorous, meaningful and applicable way; is experienced; shares his/her own experience with students in order to clarify meaning; is enthusiastic; dynamic, energetic, entertaining, and exciting,

loves teaching, enjoys students; is prepared and organized for the lesson; is helpful, available for assistance, and understanding, concerns for student comprehension and student needs, is understandable and clear, easily understood; and communicates well.

In another qualitative study asking graduate students about effective teachers' characteristics these characteristics are found out as having good command of subject matter and good relationship with students, using variety of strategies to motivate students, demonstrating enthusiasm and creativity, maintaining high expectations and encouraging students (Xiaoun Shi, 2005).

McGee (2006) has analyzed both teachers, administrators and DACUM panelists views on effective teacher characteristics and tried to find out whether there is a significant difference among their views. He has found out that teachers', administrators' and DACUM panelists' views were common. Their views have included strong management skills, utilizing various instructional strategies that promote student engagement, knowledge of content, strong communication skills, and interpersonal skills.

In his study Peacock (2006) has made interviews with teachers and students on the issue of good teachers' characteristics. Teachers have emphasized the importance of tapping students' intrinsic motivations, their need to feel self-determined, to satisfy their natural curiosity, to receive feedback, to feel competent, to express themselves. The teachers have also mentioned integrating culturally relevant content, attending to literacy, and teaching to multiple learning styles.

The students whom he has interviewed identified two broad categories of attributes of good teaching; teaching characteristics and personal characteristics of teachers. Teaching characteristics include having "cultural knowledge, using encouragement, using explanation, using examples and analogies, having high expectations, being fair and demanding respect for all learners, being flexible, being helpful, being

interested in students, listening and understanding, and using multiple approaches". Personal characteristics of the teacher include being "caring, being friendly, being fun, being mellow, being open-minded, having patience, respecting students, and staying rather than leaving the school or community hastily" (Peacock, 2006, p.11).

Heck (2007) has conducted a study analyzing whether differences in teacher quality have effects on student learning in reading and Math and has found out that teacher quality is related to increased student growth rates in math and within schools; higher teacher quality is associated with reduced gaps in student learning rates associated with social class and race/ethnicity.

In Turkish context, there is considerable amount of researches that search for the characteristics of effective teachers. One of them has been conducted for the aim of finding out the criteria for selecting the apprentice teachers that are effective in teaching (Köymen, 1988). In this study, students are asked to describe the effective teacher characteristics by thinking of the characteristics of their teachers in the past. As a result the characteristics of the effective teachers are found as: thoughtful, patient, compassionate, a good communicator, a good instructor, friendly towards the students, humorous, prepared in advance for the lesson, manages the class with respect and affection, behaves equally towards students, and loves his job.

A study searches for the question 'What should be done in the classroom environment so that the students exhibit the desired behaviors?' and the answers are given as: teachers should enable students' participation and attendance, should make eye contact with students, should avoid unnecessary gestures and mimics, should use the language and voice very well, should provide a democratic atmosphere in the class, use instructional techniques and strategies very well, shouldn't threat the students via their grades, should know their students very well and address them with their names, listen and give importance to their students' critiques, should be a facilitator and a guide (Sönmez, 1994).

One of the other studies conducted in Turkey is the study of apprentice teachers' view of effective teacher features and of their competence comparison with those features (Bozkurt, 1998). The effective teacher features are studied in 5 aspects: personality, professional development, classroom management, classroom activities and teacher-student relationships. As a result it was found out that there are significant differences between the apprentice teachers' views on effective teacher features and their competences with these features including the five aspects.

In his study Özel (2004) has tried to investigate to what extent the elementary school teachers (classroom teachers and teachers of different branches) have effective teacher characteristics and whether these characteristics differ according to the branches, gender and seniority of the teachers. For the research a questionnaire which composed of effective teacher characteristics are conducted to elementary school students. In the questionnaire effective teacher characteristics are classified into 5 parts. These are: teachers' academic growth, in-class behaviors, personality, and communication with the students. The results of the study are analyzed in these 5 dimensions of the effective teacher characteristics in the questionnaire in order to find out whether the elementary school teachers are effective and whether there are meaningful differences among the teachers in terms of branches, gender and seniority level. According to gender differences, male teachers are decided as more sufficient in having effective teacher characteristics than the female teachers. According to seniority level the teachers who are in high position are decided as more sufficient in having effective teacher characteristics than the lower level of seniority. According to the branches of the teachers, classroom teachers are decided as more effective than the teachers of different branches.

There are also studies that are not directly but partly related with effective teacher characteristics. One of them is Kavak's research (1986) which has studied the competence of the instructors in the Department of Educational Sciences by conducting a questionnaire on these instructors and also their students. The

questionnaire is developed by the researcher for the evaluation of the competences of the instructors in 4 dimensions. These are: field knowledge, measurement and evaluation, method and techniques of instruction and communication with people. It is found out from this study that the instructors generally accepted themselves as very competent or quite competent in 4 dimensions whereas their students evaluated them as somewhat competent or not competent in 4 dimensions.

The other one is Doğan's (2006) study which has aimed to investigate whether there is a relationship between the 'transformational leadership features' of the high school teachers' and their teacher effectiveness features. This study has tried to determine how the teachers are perceived by the students and also how the teachers' effectiveness is interpreted. As a result, it is found out that there is a logical relationship between transformational leadership and teacher effectiveness features. There are positive relationships between the transformational leadership and the dimensions of the teacher effectiveness which are considered in this study as: the way of motivating students for lesson, the communication with the student, the method of the teacher during the lesson.

This review of the literature provided insight on effective teacher characteristics. All of those studies mentioned above showed that teacher effectiveness was an important subject both abroad and in Turkey. Especially, the issue of analyzing teachers' and students' perceptions on effective teacher characteristics will enhance teachers' awareness of importance of the teacher effectiveness and will enable teachers to consider these characteristics in order to be effective.

CHAPTER 3

METHOD

This chapter describes methodology of the study and includes seven sections. In the first section overall design of the study is summarized. The second section explains research questions and the third section explains the participants of the study. The data collection instruments explained in fourth section. Then, data collection procedure and data analysis are presented in the fifth and sixth sections respectively.

3.1 Overall design of the study

This study aimed to investigate 6th, 7th and 8th grade primary school students' perceptions of effective teacher characteristics and to find out whether their perceptions show significant differences with respect to certain background variables. The teachers' perceptions of effective teacher characteristics were also examined.

Cross-sectional survey method was used through administering a questionnaire developed by the researcher.

The sample of this study consisted of students from 9 primary schools from different neighborhoods of Afyonkarahisar. Neighborhoods of the schools were designated with respect to the socio-economic status of the residents.

Descriptive and inferential analyses were conducted to provide deeper insight into the research questions. Demographic data was used for both teachers and students. Multivariate Analysis of Variance (MANOVA) was employed to investigate whether

there were significant differences among students' perceptions with respect to certain background variables. Descriptive Statistics were used to analyze the background information of the samples and the perceptions of teachers on effective teacher characteristics.

3.2 Research questions

The research questions of this study are as follows:

1. What are the dimensions of effective teacher characteristics as perceived by primary school students?
2. Which dimensions of the effective teacher characteristics are given the most importance by students?
3. Is there any significant mean difference in each of the perceived dimensions of effective teacher characteristics with respect to gender?
4. Is there any significant mean difference in each of the perceived dimensions of effective teacher characteristics with respect to grade level?
5. Is there any significant mean difference in each of the perceived dimensions of effective teacher characteristics with respect to achievement level of the students?
6. Is there any significant mean difference in each of the perceived dimensions of effective teacher characteristics with respect to father and mother education level?
7. What are the characteristics of effective teachers as perceived by primary school teachers?

3.3 Description of the variables

Gender: This variable is nominated dichotomous variable with the categories of female (1) and male (2).

Grade Level of the students: This variable is categorical variable with the categories of 6th grade students (1), 7th grade students (2), and 8th grade students (3).

Father and mother education level: These variables are categorical variables with categories of elementary and/or middle school (1), high school (2), and university and/or above (3).

Achievement Level of the students: This variable is divided into 2 groups according to the students' exam scores that they generally have. It is a categorical variable with the categories of 4 or/and 5 (high achievers) (1) and 2 or/and 3 (low achievers) (2).

3.4 Population and sample selection

The population of this study was all the 6th, 7th and 8th grade primary school students in the province of Afyonkarahisar. For sample selection, with the help of three experienced teachers in the province of Afyonkarahisar, the province was divided into three regions according to the socio-economic status of the people that were living in. Three schools were selected from each of these regions (See Table 3.1). As a result; 3 schools were selected from the region in which people relatively had high-level socio economic status, 3 schools were selected from the region in which people had medium-level socio economic status and 3 schools were selected from the region in which people had low-level socio economic status. By this way, the schools would be the representative of the broad range of schools. The process of selecting the schools was the nonrandom purposive sampling because researcher used personal judgment in order to select the schools from all type of SES of the school neighborhoods. With the help of the administrators of each school, one class from each grade levels (6th, 7th, and 8th grade) were selected. For the sample of teachers, the teachers who were at the school at that time were included in the study. Therefore, the sample consisted of 450 students and 150 teachers from these 9 primary schools in the province of Afyonkarahisar. Of the 450 primary school

students 184 of them were in 6th grade; 152 of them were in 7th grade and 114 of them were in 8th grade. Among them 248 of the students were female and 202 of them were male. The number of students who responded to the questionnaire from each school is presented in the table 3.1.

Table 3.1. The number of 6th, 7th and 8th grade students from each school

Name of the School	Grades			Total
	6	7	8	
1. Hoca Ahmet Yesevi Primary School	32	26	7	65
2. Atatürk Primary School	30	32	5	67
3. Şemsettin Karahisari Primary School	31	28	5	64
4. Kocatepe Primary School	20	13	13	46
5. Hisarbank Primary School	14	15	19	48
6. Gedik Ahmet Paşa Primary School	15	10	17	42
7. Özlem Özyurt Primary School	21	12	19	52
8. Kasımpaşa Primary School	13	9	17	39
9. Köprülü Primary School	9	7	11	27
TOTAL	185	152	113	450

The equality in the number of male and female students and 6th, 7th and 8th grade students could not be maintained due to the difference between classes in terms of the number of students available.

Descriptive statistics were employed to present the background characteristics of the respondents. Results are shown on Table 3.2.

Table 3.2. Distribution of students by background variables

Background Variables		<u>N</u>	<u>%</u>
Gender	female	248	55.1
	male	202	44.9
	Total	450	
Grade Level	6th grade	185	41.1
	7th grade	152	33.8
	8th grade	113	25.1
Students' achievement level	High achievers	255	56.7
	Low achievers	195	43.3
	Total	450	
Mother education level	Elementary/middle school	313	69.6
	High School	82	18.2
	University and above	55	12.2
	Total	450	
Father education level	Elementary/ middle school	207	46.0
	High School	105	23.3
	University and above	138	30.7
	Total	450	

As it can be seen on the Table 3.2 among 450 students, 248 (%55) of them were female and 202 (%44) of them male. Out of 450 students 185 (%41) of them were in 6th grade, 152 (%33) of them were in 7th grade, 113 (%25) of them were in 8th grade. In the time of data collection some of the 8th grade students were not at school because of their attendance to private courses for the preparation of a standard exam, Secondary School Examination (OKS). Therefore, the number of 8th grade students in the sample was lower than the 6th and 7th grade students.

The students' achievement levels were divided into two groups as 'high achievers' and 'low achievers'. High achievers were the students whose grades were 4 or/and 5 on average. Low achievers were the students whose grades were 2 or/and 3' on average. There was no student whose grade was 1 on average in this study.

Therefore, the grade 1 was not included in the group of ‘low achievers’. Among 450 students, 255 (%56) students’ grades were 4 or 5 on average, so they were high achievers. Out of 450 students 195 (%43) students’ grades were 2 or 3 on average, so they were considered as low achievers.

The mother or father education level of the students were categorized into three groups as ‘elementary and/or middle school level’; ‘high school’ and ‘university and above’. For mother education level, among 450 students, 313 (%69) students’ mothers were graduated from elementary and/or middle school, 82 (%18.2) students’ mothers were graduated from high schools and 55 (%12.2) students’ mothers were graduated from universities and above. For father education level, 207 (% 46) students’ fathers were graduated from elementary and/or middle school level; 105 (%23.3) students’ fathers were graduated from high schools and 138 (%30.7) students’ fathers were graduated from universities and above.

The teachers who responded to the questionnaire were the teachers of the same schools and their total number was 150. Background information of these teachers was presented in Table 3.3.

Table 3.3. Distributions of teachers by background variables

Background Variables		<u>N</u>	<u>%</u>
Gender	female	97	64.7
	male	53	35.3
	Total	150	
School of graduation	faculty of education	111	74
	other	39	26
	Total	150	
Teaching experience	1-5	27	18
	6-15	69	46
	16 and more years	54	36
	Total	150	

As indicated on Table 3.3, among 150 teachers, 97 (%64.7) of them were female and 53 (%35) of them were male. The schools that they were graduated from were categorized into two groups as faculty of education and other faculties such as Arts and Science or Technical Education Faculties. Out of 150 teachers, 111 (%74) of them were graduated from faculty of education while 39 (%26) of them were graduated from other faculties. For the variable of teaching experience, three groups were formed. The first group was coded as 1-6 years, the second one as 6-15 years, and third one as 16 and more years. Among 150 teachers, 27 (%18) teachers worked for 1-5 years; 69 (%46) teachers worked for 6-15 years and 54 (%36) of them worked for 16 and more years.

3.5. Data collection instrument

This survey research study employed ‘Effective Teacher Characteristics Questionnaire (ETCQ) to collect data on the students’ and teachers’ perceptions of effective teacher characteristics. The questionnaire was a 45-item measure that was developed by the researcher. In the following sections, item generation and refinement steps of questionnaire development process is presented.

3.5.1 Development of the questionnaire

Before developing the questionnaire, the literature related to effective teacher characteristics and dimensions of teacher effectiveness was reviewed to select appropriate items for questionnaire development (Brown, 2004; Cruickshank, 2003; Deal, 2005; Kyriakides, Campbell & Christofidou, 2002; Plunkett, 2004; Raptakis, 2005). In addition, focus group interview was used to evaluate the clarity of items, and to ensure students’ understanding the terms and concepts so that the validity of the study was supported.

Focus group was administered in one of the primary schools in the province of Afyonkarahisar. From 6th, 7th and 8th grade, 9 students (3 students from each grade)

were selected according to their achievement level with the help of their teachers and they were asked an open-ended question “What are the characteristics of effective teachers according to your opinion?” According to the students’ answers, some items were added to the questionnaire and some of the items selected from literature were changed appropriately to students’ terms.

Another purpose of conducting focus group interview was to develop items proper to students’ language and to understand whether the students were capable of understanding the term ‘effective teacher characteristics’. Students were informed about the purpose of the interview, the rules of the discussion, and reassured about the voluntary and confidential nature of their participation. The procedure of capturing data from focus group was manual note-taking. The results of the focus group interview showed that students were capable of understanding the term “effective teacher characteristics” and had several views about this issue most important of which are added as items on the questionnaire.

Based on the literature review, and the focus group interview, a questionnaire with two sections were prepared for teachers and students (See Appendix A and B for questionnaires). The first section requested background information. Selected background variables were those that might affect directly or indirectly the students’ responses. The requested information of this section was about the name of the school, grade level of the student, sex, their average exam marks and their fathers’ and mothers’ education level. The second section of the questionnaire included 49 items related to students’ perceptions on effective teacher characteristics.

Afterwards the questionnaire was given to the 2 academicians, who are experts in that area, in order to determine whether the statements were clear and sufficient in identifying the effective teacher characteristics. By this way the items are written in a way that students and teachers can understand and ambiguities and unfamiliar terms are eliminated and also content and face validity are gained. According to the suggestions of the academicians some statements were extracted and reformulated.

The last version of the questionnaire consisted of forty-nine statements which were in the form of items on a five-point Likert-type scale from “strongly disagree” (1) to “strongly agree (5).

3.5.2 Pilot testing of the questionnaire

Pilot testing was conducted with 247 students and 20 teachers from a primary school which was located in Afyonkarahisar by the researcher. They were asked to fill out the questionnaire and make comments about the statements for clarity. Questionnaire consisted of two sections first of which included background questions and the other section included 49 items related to the perceived effective teacher characteristics. With respect to the results of the pilot testing some of the items were eliminated and some statements which were criticized as being ambiguous were rewritten.

The overall reliability coefficient (Cronbach alpha) of the questionnaire with 49 items was computed as .92 indicating that the scale had high internal consistency.

Factor analysis was conducted by varimax method, to check whether the student responses are multidimensional or not and to check whether the items about effective teacher characteristics were grouped in the similar factors as given in the literature.

When the rotated solution was evaluated for 49 items of the questionnaire in pilot testing, it was observed that there were 11 dimensions with eigenvalues above 1. It was observed that 4 of the items were scattered in rotated component matrix. Therefore, these items were removed from the questionnaire and the last version of the questionnaire was composed of 45 items. After eliminating four items from the questionnaire, the number of factors derived from 45 items was nine. The overall reliability coefficient of the questionnaire with 45 items was computed as 0.94 indicating that the scale had high internal consistency.

3.6 Data collection procedure

Before conducting the questionnaire permission was taken from METU Human Subjects Ethics Committee in February, 2008. Then necessary permission to administer the questionnaire in 9 primary schools was obtained from Afyonkarahisar Provincial Directorate of National Education in March, 2008. The administration of the questionnaire took place in May, 2008. The researcher herself administered the questionnaires to students during their class hours and the teachers filled out the questionnaire during break time. Filling out the questionnaire took approximately 15 minutes to complete.

3.7 Data analysis

Factor analysis was used as a data reduction and classification method. Principal component analysis with a varimax rotation was carried out for research question 1 in order to identify the underlying dimensions that explained responses of the students to the questionnaire.

In order to analyze research question 2 and to understand which dimension of the effective teacher characteristics were given the most importance by the students, repeated measures ANOVA is used.

Multivariate Analysis of Variance (MANOVA) analysis was used to analyze the research questions 3, 4, 5 and 6. MANOVA with Pillai's Trace was employed to examine whether students' grade level, achievement, gender and mother-father education level had significant effect on their perceptions on each dimensions of effective teacher characteristics. The reason of using Pillai's Trace was that all the assumptions of MANOVA could not be met by the data set.

All the statistical analyses were carried out by the Statistical Package for the Social Sciences (SPSS) for Windows 11.5 package program. The .05 level was established as a criterion of statistical significance for all the statistical procedures performed.

Descriptive statistics such as frequency and percentages were used to describe the background variables. In order to find out the items that are given the most importance by the teachers as effective teacher characteristics, mean values of the teachers' responses for each item in the questionnaire were analyzed. Moreover, in order to find out whether there were associations among teacher responses and certain background variables (gender, teaching experience and school of graduation) cross tabulations were applied.

CHAPTER 4

RESULTS

This study aimed to investigate 6th, 7th and 8th grade primary school students' perceptions of effective teacher characteristics and to find out whether their perceptions show significant differences with respect to certain background variables. The teachers' perceptions of effective teacher characteristics were also examined.

This chapter of the study consists of four sections: In the first section the results obtained by principal component analysis which was conducted to investigate the perceived dimensions of the data collection instrument are presented. In the second section the results of repeated measures ANOVA are represented. ANOVA was employed to find out which dimension of the questionnaire was accepted as the most important according to students' perceptions. In the third section the results of MANOVA with Pillai's Trace test which was carried out to analyze the difference between dimensions are presented. MANOVA with simple contrasts was also carried out to investigate the mean differences in the perceptions of students with respect to certain background variables. In the fourth section the perceptions of teachers on effective teacher characteristics are analyzed through descriptive statistics. Crosstabs were also used to find out whether there are associations among the teacher responses to items and certain background variables.

4.1 Results of the principal component analysis

Principal component analysis with a varimax rotation was run for 45 items to detect perceived dimensions of ETCQ. When the rotated solution was evaluated for 45

items, it was observed that 8 factors were extracted with eigenvalues above 1. The eigenvalue of the first dimension was 15.759, while the others were 1.902, 1.584, 1.425, 1.281, 1.170, 1.076, and 1.021 respectively. These eight dimensions explained 56.042% of variance. The first dimension ‘relations with students’ explained 35.021% of variance and the other dimensions explained 4.226%; 3.520%; 3.167%; 2.846%; 2.601%; 2.392% and 2.269% of variance respectively. The ranges of factor loading for each dimension were .666- .388 for the first; .688- .485 for the 2nd, .634- .420 for the 3rd, .653- .354 for the 4th, .769- .458 for the 5th, .652- .531 for the 6th, .733- .516 and .679- .446 for the 7th and 8th dimensions respectively (See Appendix C).

However, two items were eliminated from the questionnaire because, factor loading of these items was scattered and they were not grouped meaningfully. As it was difficult to locate them in proper dimension, they were eliminated.

After the removal of two items, the principal component analysis was employed. Seven factors were extracted with eigenvalues above 1. Ranges of factor loading for each dimension were presented in the Table 4.1.

Table 4.1. Factor loading obtained via principle component analysis with varimax rotation.

ITEMS	F1	F2	F3	F4	F5	F6	F7
Relations with Students							
Maintains equality in student participation	.702	.236	.165	.162	.124	.106	.099
Offers help to students in their problems	.670	.137	.229	.012	.008	.172	.185
Develops positive relations with students in the classroom	.659	.303	.173	.075	.043	.080	.104
Ensures that the students enjoy subject matter	.604	.120	.086	.440	.130	.067	.140
Is friendly	.580	.024	.114	.264	.164	.167	.076
Gains students’ trust	.566	.161	.130	.196	.414	.141	.139

Table 4.1. (continued)

Items	F1	F2	F3	F4	F5	F6	F7
Demonstrate fairness in his/her relations with students	.490	.317	.150	.424	.253	.083	.065
Is kind and smiling	.473	.096	.118	.313	.195	.027	.285
Personal Traits and In-Class Behavior							
Reports exam results as soon as possible	.096	.648	.196	.102	.072	.109	.118
Is well organized in class	.142	.557	.416	.130	.121	.067	.056
Allows students to defend themselves before punishing or judging them	.208	.556	.330	.152	.053	.196	.119
Presents the subject matter clearly using understandable illustrations	.242	.524	.270	.132	.114	.088	.299
Serves as a facilitator rather than transmitter of knowledge	.331	.493	.149	.119	.114	.184	.145
Is calm and patient	.119	.471	.186	.345	.332	.104	.138
Communicates clearly	.214	.467	.260	.185	.252	.086	.292
Uses technology to enhance instruction	.137	.456	.151	.303	.213	.103	.217
Treats students fairly	.407	.434	.218	.294	.341	.134	.003
Teaching Ability							
Allows student participation during teaching	.099	.212	.592	.027	.435	.059	.058
Explains the subject matter again and again when the students cannot understand	.213	.211	.571	.077	.127	.255	.136
Knows his/her students as an individual	.210	.189	.520	.209	.036	.238	.241
Has field knowledge	.313	.284	.515	.004	.267	.112	.229
Answers questions of the students	.194	.198	.483	.228	.094	.047	.093
Respects personality of each student	.229	.468	.483	.111	.153	.147	.008
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques	.050	.279	.462	.415	.078	.241	.229
Manages the classroom effectively	.069	.152	.440	.209	.136	.404	.168
Lets students to express their own opinion	.358	.379	.398	.030	.110	.190	.139

Table 4.1 (continued)

Items	F1	F2	F3	F4	F5	F6	F7
Motivating Personality							
Tells a funny story or a joke and plays a game when (s)he realizes that students get bored	.171	.167	.012	.672	.004	.086	.212
Does not threaten students with low grades	.242	.235	.140	.615	.007	.102	.186
Does not stigmatize weak students	.206	.031	.315	.515	.178	.039	.062
Helps students to realize their potential	.152	.160	.196	.440	.308	.242	.345
Uses various materials in the lessons	.061	.362	.148	.401	.160	.128	.315
Differentiate teaching according to levels of students	.091	.343	.246	.356	.073	.160	.140
Professional Demenour							
Attends the class on time	.081	.152	.193	.027	.712	.181	.091
Believes that each student will be successful	.305	.074	.324	.137	.588	.088	.014
Easily adopts to change	.229	.262	.001	.306	.460	.103	.319
Collaborates with his/her colleagues	.226	.384	.113	.122	.435	.369	.079
Classroom Management							
Establishes classroom rules	.010	.067	.256	.085	.082	.702	.191
Cooperates with parents for effective teaching and training	.203	.288	.048	.084	.376	.653	.058
Gets in touch with parents for the success of students	.276	.149	.017	.123	.306	.604	.039
Explains the reason of establishing classroom rules	.177	.125	.352	.121	.123	.532	.046
Feedback and Evaluation							
Uses praise and encouragement for the success of students	.182	.116	.149	.172	.067	.116	.662
Monitors students progress	.314	.307	.294	.033	.186	.123	.519
Allows students to see their mistakes in the exam	.239	.382	.245	.081	.002	.307	.502

As can be seen on Table 4.1 the results of the principle component analysis revealed seven meaningful dimensions in this scale. These dimensions were named as (1) relations with students, (2) personal traits and in-class behavior, (3) teaching ability,

(4) motivating personality, (5) professional demeanor, (6) classroom management, and (7) feedback & evaluation. The eigenvalue of the first dimension was 15.202, while the second, third, fourth, fifth, sixth and seventh were 1.864, 1.496, 1.418, 1.261, 1.126 and 1.025 respectively. The ranges of factor loading for each dimension were .702-.473; .648-.434; .592-.398; .672-.356; .712-.435; .702-.532 and .662-.502 respectively. These seven dimensions explained the 56.6% of variance which meant that a model with seven factors could be considered as adequate to represent the data.

In the next step, items clustered within each dimension were examined in terms of their content. The investigation of item content revealed that the items loaded meaningfully into dimensions. The items which were grouped under *the relations with students* dimension were related with effective teachers' relationships with students inside and outside of the classroom such as "develops positive relations with students inside the classroom", "ensures that the students enjoy subject matter" and "offers help to students in their problems" The items which were grouped under *personal traits and in-class behavior* were related to the teachers' personality characteristics and behaviors such as "is calm and patient", "communicates effectively" and "presents the subject matter clearly using understandable illustrations". The items which were grouped under *teaching ability* dimension were associated with the teachers' way of teaching and instruction such as "allows student participation during teaching", "explains the subject matter again and again when the students cannot understand". The items which were grouped under *motivating personality* dimension were related with characteristics that provide students with motivation such as "tells a funny story or a joke and plays a game when (s)he realizes that students get bored" or "uses various materials in the lessons". The items which were considered under the *professional demeanor* dimension were about the teacher behaviors related with their profession such as "adapts to changes" and "attends the class on time". The items which were under the *classroom management* dimension were about the teacher characteristics associated with classroom management methods and strategies such as "manages the class effectively" or "establishes classroom rules". The last dimension which was labeled as *feedback and*

evaluation included teacher behaviors related with giving feedback and evaluation. This dimension included the items such as “uses praise and encouragement for the success of students” or “monitors students’ progress”.

However, two of the items were not grouped under meaningful dimensions. The item “the teacher manages the class effectively” was normally included in the teaching ability dimension with .440 factor loading. However; its factor loading was .404 for classroom management and it is meaningfully related with classroom management. So, it was included in classroom management dimension in the study. On the other hand the item “effective teacher respects personality of each student” was under teaching ability dimension with .483 factor loading. It is meaningfully related with personal traits and in-class behavior dimension and its factor loading for this dimension was .463. So it was included in personal traits and in-class behavior. New dimensions are shown on Table 4.2.

Table 4.2. Factor loading obtained via principle component analysis with varimax rotation.

ITEMS	F1	F2	F3	F4	F5	F6	F7
Relations with Students							
Maintains equality in student participation	.702	.236	.165	.162	.124	.106	.099
Offers help to students in their problems	.670	.137	.229	.012	.008	.172	.185
Develops positive relations with students in the classroom	.659	.303	.173	.075	.043	.080	.104
Ensures that the students enjoy subject matter	.604	.120	.086	.440	.130	.067	.140
Is friendly	.580	.024	.114	.264	.164	.167	.076
Gains students’ trust	.566	.161	.130	.196	.414	.141	.139
Demonstrate fairness in his/her relations with students	.490	.317	.150	.424	.253	.083	.065
Is kind and smiling	.473	.096	.118	.313	.195	.027	.285

Table 4.2. (continued)

Items	F1	F2	F3	F4	F5	F6	F7
Personal Traits and In-Class Behavior							
Reports exam results as soon as possible	.096	.648	.196	.102	.072	.109	.118
Is well organized in class	.142	.557	.416	.130	.121	.067	.056
Allows students to defend themselves before punishing or judging them	.208	.556	.330	.152	.053	.196	.119
Presents the subject matter clearly using understandable illustrations	.242	.524	.270	.132	.114	.088	.299
Serves as a facilitator rather than transmitter of knowledge	.331	.493	.149	.119	.114	.184	.145
Is calm and patient	.119	.471	.186	.345	.332	.104	.138
Communicates clearly	.214	.467	.260	.185	.252	.086	.292
Respects personality of each student	.229	.468	.483	.111	.153	.147	.008
Uses technology to enhance instruction	.137	.456	.151	.303	.213	.103	.217
Treats students fairly	.407	.434	.218	.294	.341	.134	.003
Teaching Ability							
Allows student participation during teaching	.099	.212	.592	.027	.435	.059	.058
Explains the subject matter again and again when the students cannot understand	.213	.211	.571	.077	.127	.255	.136
Knows his/her students as an individual	.210	.189	.520	.209	.036	.238	.241
Has field knowledge	.313	.284	.515	.004	.267	.112	.229
Answers questions of the students	.194	.198	.483	.228	.094	.047	.093
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques	.050	.279	.462	.415	.078	.241	.229
Lets students to express their own opinion	.358	.379	.398	.030	.110	.190	.139
Motivating Personality							
Tells a funny story or a joke and plays a game when (s)he realizes that students get bored	.171	.167	.012	.672	.004	.086	.212
Does not threaten students with low grades	.242	.235	.140	.615	.007	.102	.186
Does not stigmatize weak students	.206	.031	.315	.515	.178	.039	.062

Table 4.2. (Continued)

ITEMS	F1	F2	F3	F4	F5	F6	F7
Helps students to realize their potential	.152	.160	.196	.440	.308	.242	.345
Uses various materials in the lessons	.061	.362	.148	.401	.160	.128	.315
Differentiate teaching according to levels of students	.091	.343	.246	.356	.073	.160	.140
Professional Demenour							
Attends the class on time	.081	.152	.193	.027	.712	.181	.091
Believes that each student will be successful	.305	.074	.324	.137	.588	.088	.014
Easily adopts to change	.229	.262	.001	.306	.460	.103	.319
Collaborates with his/her colleagues	.226	.384	.113	.122	.435	.369	.079
Classroom Management							
Manages the classroom effectively	.069	.152	.440	.209	.136	.404	.168
Establishes classroom rules	.010	.067	.256	.085	.082	.702	.191
Cooperates with parents for effective teaching and training	.203	.288	.048	.084	.376	.653	.058
Gets in touch with parents for the success of students	.276	.149	.017	.123	.306	.604	.039
Explains the reason of establishing classroom rules	.177	.125	.352	.121	.123	.532	.046
Feedback and Evaluation							
Uses praise and encouragement for the success of students	.182	.116	.149	.172	.067	.116	.662
Monitors students progress	.314	.307	.294	.033	.186	.123	.519
Allows students to see their mistakes in the exam	.239	.382	.245	.081	.002	.307	.502

Furthermore, reliability of dimensions was measured to check whether the items that make up the dimensions are internally consistent. Coefficient alpha that calculated to measure internal consistency on 7 factors was .88, .83, .82, .74, .73, .74 and .71 for the first, second, third, fourth, fifth, sixth, and seventh dimensions respectively.

4.2 Results concerning the priorities of students in the dimensions of ETCQ

Research question three was “which dimensions of effective teacher characteristics are given the most importance by students?” In order to determine the priorities of the students in terms of the dimensions in effective teacher characteristics questionnaire, One Way Repeated-measures ANOVA was employed to see if there are significant differences among the dimensions of ETCQ (Green & Salkind, 2005): relations with students (Rs); traits and behaviors (Tb); teaching ability (Ta); motivating personality (Mp); professional demeanor (Pd); classroom management (Cm) and feedback and evaluation (Fe).

The sphericity assumption of repeated measures ANOVA is checked via Mauchly’s test to see whether variances of the differences among dimensions were equal (Field, 2005). According to Mauchly’s test the sphericity assumption was violated. ($\chi^2(20) = 289.362$, $p < .05$). Therefore; Greenhouse-Geisser estimates of sphericity was analyzed. Since the greenhouse value ($\epsilon=.84$) was closer to 1.00, the variances of differences would be more homogeneous (Field, 2005). Therefore, it can be assumed that the data did not represent a deviation from sphericity. The univariate tests for within subject effects also indicated that all four tests were coincided with each other (See Table 4.3).

Table 4.3. Tests of within-subjects effects

		df	F	<i>p</i>	η^2
Dimensions of ETCQ	Sphericity Assumed	6	22.682	.000*	.048
	Greenhouse-Geisser	5.042	22.682	.000*	.048
	Huynh-Feldt	5.106	22.682	.000*	.048
	Lower-bound	1.000	22.682	.000*	.048

* Significant at the .05 level.

In order to find out the main effects among the dimensions; Wilk's Lambda is used as multivariate test to understand whether or not there was a significant difference among the means of dimensions. Repeated contrast was used to determine which dimension of perceived effective teacher characteristics was given the greatest importance among students. In order to investigate the mean differences among dimensions Bonferroni multiple comparisons were used as it is the most robust to Type 1 error (Field, 2005).

As can be seen on Table 4.4 the follow-up multivariate tests indicated a significant overall difference among the mean scores of 7 dimensions in ETCQ ($\lambda=.75$, $F(6, 444) = 24.695$, $p < .001$, $\eta^2 = .25$).

Table 4.4. Multivariate tests

		Value	F	Hypot Df	Error Df	<i>p</i>	η^2
Dimensions of ETCQ	Wilks' Lambda	.750	24.695	6	444	.000*	.250

* Significant at the .05 level.

A follow-up pairwise comparison was also conducted to examine the mean differences among dimensions in detail (See Table 4.5).

Table 4.5. Pairwise comparisons of the dimensions

Mean Differences		Std. Error	<i>p</i>
Rs-Tb	-.044	.020	.628
Rs- Ta	-.051	.022	.360
Rs-Mp	.182*	.024	.000
Rs-Pd	.042	.024	1.000

Table 4.5. (continued)

Mean Differences		Std. Error	<i>p</i>
Rs-Cm	.136*	.029	.000
Rs-Fe	.029	.028	1.000
Tb-Ta	-.008	.017	1.000
Tb-Mp	.226*	.023	.000
Tb-Pd	.086*	.023	.004
Tb-Cm	.180*	.027	.000
Tb-Fe	.073	.025	.077
Ta-Mp	.234*	.025	.000
Ta-Pd	.094*	.024	.003
Ta-Cm	.187*	.026	.000
Ta-Fe	.081*	.025	.031
Mp-Pd	-.140*	.028	.000
Mp-Cm	-.046	.031	1.000
Mp-Fe	-.153*	.031	.000
Pd-Cm	.094*	.028	.022
Pd-Fe	-.013	.031	1.000
Cm-Fe	-.107*	.032	.016

Rs: Relations with students; Tb: Traits and behaviors; Ta: Teaching ability; Mp: Motivating personality; Pd: Professional demeanor; Cm: Classroom management; Fe: Feedback and evaluation

* Significant at .05 level

According to the pairwise comparisons; results indicated significant mean differences between relations with students and motivating personality; relations with students and classroom management; personal traits & in-class behavior and motivating personality; personal traits & in-class behavior and professional demeanor; personal traits & in-class behavior and classroom management; teaching ability and motivating personality; teaching ability and professional demeanor; teaching ability and classroom management; teaching ability and feedback & evaluation; motivating personality and professional demeanor; motivating personality and feedback & evaluation; professional demeanor and classroom

management and lastly; classroom management and feedback & evaluation. There was no significant difference between the mean scores of teaching ability and personal traits & in-class behavior in terms of importance which means they are considered as equally important by the students. Therefore; by considering the mean scores (See Table 4.6), the dimensions of effective teacher characteristics can be arranged in terms of priority as teaching ability (M= 4.49, SD= .53); personality traits and in-class behavior (M= 4.48, SD= .52); relations with students (M= 4.44, SD= .59); feedback and evaluation (M= 4.41, SD= .69); professional demeanor (M= 4.39, SD= .62); classroom management (M= 4.30, SD= .68), and motivating personality (M= 4.26, SD= .66).

Table 4.6. Descriptive statistics

Dimensions	M	SD	N
Relations with students	4.44	.593	450
Personal traits and in-class behavior	4.48	.525	450
Teaching ability	4.49	.535	450
Motivating personality	4.26	.666	450
Professional demeanor	4.40	.629	450
Classroom management	4.30	.687	450
Feedback and evaluation	4.41	.697	450

4.3 Results concerning the mean differences in the perceived dimensions of ETCQ with respect to certain background variables of students

Research questions 3-6 were related to the difference in the perceived dimensions of effective teacher characteristics with respect to certain background variables of students. In order to see if each of seven dimensions of ETCQ varied with some

background variables such as gender, grade level, achievement level of students and parents' educational levels, a set of MANOVA analyses were employed.

As the assumption of homogeneity of variance couldn't be met, Pillai's Trace test was used as its robustness to violations of assumptions was the most (Bray & Maxwell, 1985, *cited in* Field, 2005, p. 594). It was also recommended by Olson (1979) to use Pillai's Trace rather than Wilks' Lambda to evaluate multivariate significance when the assumptions couldn't be met (*cited in* Tabachnick & Fidell, 2001, p.330).

4.3.1 Gender

A one-way multivariate analysis of variance was conducted to determine the effect of gender on seven perceived dimensions of ETCQ. The result of the MANOVA was shown in Table 4.7

Table 4.7. The results of multivariate test for the effect of gender on perceived dimensions of ETCQ

Effect		Value	F	Hypot df	Error df	<i>p</i>	η^2
Gender	Pillai's Trace	.048	3.211	7.0	442.0	.002*	.048

* Significant at the .05 level.

The one-way MANOVA indicated that gender had significant effect on overall perceived dimensions of ETCQ. Significant differences were found between female and male students on dependent measures [Pillai's trace = .048, $F(7,442) = 3.21$, $p < .05$, $\eta^2 = .048$].

Analysis of variance on each dependent variable was conducted as follow-up tests to the MANOVA (See Table 4.8). The univariate tests revealed that gender variable of

the students had significant effect on relations with students [$F(1,448) = 4.351, p < .05, \eta^2 = .010$], personal traits & in-class behavior [$F(1,448) = 11.960, p < .01, \eta^2 = .026$], teaching ability [$F(1,448) = 10.142, p < .01, \eta^2 = .022$], professional demeanor [$F(1,448) = 16.868, p < .001, \eta^2 = .036$], classroom management [$F(1,448) = 6.566, p < .05, \eta^2 = .014$], and feedback & evaluation [$F(1,448) = 3.924, p < .05, \eta^2 = .009$] dimensions of ETCQ. However, gender had no significant effect on motivating personality dimension [$F(1,448) = 2.687, p = .108, \eta^2 = .006$].

Table 4.8. Univariate F test computed for the seven dimensions of ETCQ with respect to gender

	Dimensions of ETCQ	df	F	p	η^2
GENDER	Relations with students	1	4.351	.038*	.010
	Personal traits and in-class behavior	1	11.960	.001*	.026
	Teaching ability	1	10.142	.002*	.022
	Motivating personality	1	2.587	.108	.006
	Professional demeanor	1	16.868	.000*	.036
	Classroom management	1	6.566	.011*	.014
	Feedback and evaluation	1	3.924	.048*	.009

* Significant at the .05 level.

The mean and standard deviations of gender was presented in table 4.8. When the mean scores of each dimension with respect to gender are examined it is seen that, female students gave more importance on each of the perceived dimensions of ETCQ compared to male students.

Table 4.9. The means and standard deviations of the perceived dimensions of ETCQ with respect to gender

Perceived dimensions of ETCQ	Gender	M	SD
Relations with students	female	4.49	.540
	male	4.37	.648
Personal traits and in-class behavior	female	4.56	.444
	male	4.39	.599
Teaching ability	female	4.56	.454
	male	4.40	.610
Motivating personality	female	4.30	.615
	male	4.20	.722
Professional demeanor	female	4.50	.515
	male	4.26	.726
Classroom management	female	4.37	.639
	male	4.21	.733
Feedback and evaluation	female	4.47	.604
	male	4.33	.792

4.3.2 Grade Level

A one-way MANOVA was performed to find out whether there is any significant mean difference among perceived dimensions of ETCQ with respect to grade level (6th, 7th and 8th grades). This analysis revealed that grade level had an overall significant effect on the perceived dimensions of ETCQ [Pillai's trace = .112, F (14, 884) = 1.81, $p < .001$, $\eta^2 = .01$] (See Table 4. 10).

Table 4.10. The results of Multivariate test for the effect of grade level on dimensions of ETCQ

Effect	Value	F	Hypot df	Error df	<i>p</i>	η^2	
Grade	Pillai's Trace	.112	3.728	14.0	884.0	.000*	.056

* Significant at the .05 level.

Analysis of variance on each dependent variable was conducted as follow-up tests to MANOVA (See table 4.11). The ANOVA revealed that grade had significant effect on relations with students [$F(2,447) = 12.205, p < .001, \eta^2 = .052$], personal traits & in-class behavior [$F(2,447) = 14.678, p < .001, \eta^2 = .062$], teaching ability [$F(2,447) = 12.353, p < .001, \eta^2 = .052$], motivating personality [$F(2,447) = 5.502, p < .01, \eta^2 = .024$], professional demeanor [$F(2,447) = 7.656, p < .01, \eta^2 = .033$] and feedback & evaluation [$F(2,447) = 11.920, p < .001, \eta^2 = .051$]. However, grade level had no significant effect on classroom management dimension [$F(2,447) = 2.559, p = .079, \eta^2 = .011$].

Table 4.11. Univariate F test computed for the seven dimensions of ETCQ with respect to grade level

	Dimensions of ETCQ	df	F	p	η^2
Grade	Relations with students	2	12.205	.000*	.052
	Personal traits and in-class behavior	2	14.678	.000*	.062
	Teaching ability	2	12.353	.000*	.052
	Motivating personality	2	5.502	.004*	.024
	Professional demeanor	2	7.656	.001*	.033
	Classroom management	2	2.559	.079	.011
	Feedback and evaluation	2	11.920	.000*	.051

* Significant at the .05 level.

Post hoc analysis to univariate ANOVA with Bonferonni test for the six dimensions of ETCQ was conducted in order to see whether there were significant mean differences among grade levels on each of the dimensions. According to the results, there was significant mean difference between 6th and 8th grade students and 7th and 8th grade students in the perceived dimensions that are relations with students, personal traits & in-class behavior, teaching ability, motivating personality, professional demeanor and feedback & evaluation. However, there were no

significant mean differences between each of the grade levels for the dimension of classroom management (See Table 4.12).

Table 4.12. The mean differences in perceived dimensions of ETCQ with respect to grade level

Dependent Variable		(I) Grade Level	(J) Grade Level	Mean Difference (I-J)	Std. Error	p
Relations with students	Bonferroni	6th grade	7th grade	.0520	.06343	1.000
			8th grade	.3303*	.06918	.000
		7th grade	6th grade	-.0520	.06343	1.000
			8th grade	.2784*	.07197	.000
		8th grade	6th grade	-.3303*	.06918	.000
			7th grade	-.2784*	.07197	.000
Personal traits and in-class behavior	Bonferroni	6th grade	7th grade	.0257	.05589	1.000
			8th grade	.3112*	.06095	.000
		7th grade	6th grade	-.0257	.05589	1.000
			8th grade	.2855*	.06341	.000
		8th grade	6th grade	-.3112*	.06095	.000
			7th grade	-.2855*	.06341	.000
Teaching ability	Bonferroni	6th grade	7th grade	-.0377	.05719	1.000
			8th grade	.2628*	.06237	.000
		7th grade	6th grade	.0377	.05719	1.000
			8th grade	.3005*	.06489	.000
		8th grade	6th grade	-.2628*	.06237	.000
			7th grade	-.3005*	.06489	.000
Motivating personality	Bonferroni	6th grade	7th grade	.0471	.07228	1.000
			8th grade	.2547*	.07883	.004
		7th grade	6th grade	-.0471	.07228	1.000
			8th grade	.2076*	.08201	.035
		8th grade	6th grade	-.2547*	.07883	.004
			7th grade	-.2076*	.08201	.035

Table 4.12. (continued)

Dependent Variable		(I) Grade Level	(J) Grade Level	Mean Difference (I-J)	Std. Error	p
Professional demeanor	Bonferroni	6th grade	7th grade	.0114	.06796	1.000
			8th grade	.2689*	.07412	.001
		7th grade	6th grade	-.0114	.06796	1.000
			8th grade	.2576*	.07711	.003
		8th grade	6th grade	-.2689*	.07412	.001
			7th grade	-.2576*	.07711	.003
Classroom management	Bonferroni	6th grade	7th grade	.1094	.07502	.436
			8th grade	.1782	.08182	.090
		7th grade	6th grade	-.1094	.07502	.436
			8th grade	.0688	.08512	1.000
		8th grade	6th grade	-.1782	.08182	.090
			7th grade	-.0688	.08512	1.000
Feedback and evaluation	Bonferroni	6th grade	7th grade	-.0572	.07455	1.000
			8th grade	.3311*	.08130	.000
		7th grade	6th grade	.0572	.07455	1.000
			8th grade	.3884*	.08458	.000
		8th grade	6th grade	-.3311*	.08130	.000
			7th grade	-.3884*	.08458	.000

* Significant at the .05 level.

Table 4.13 showed the mean and standard deviations of the dependent variables for the three grade levels. According to Post Hoc analysis there were significant mean differences in six of the dimensions. According to the mean differences of these dimensions, 6th grade students gave more importance to the relations with students, personal traits & in-class behavior, motivating personality and professional demeanor dimensions whereas 7th grade students gave more importance teaching ability and feedback & evaluation dimensions (See Table 4.13).

Table 4.13. The means and standard deviations of the perceived dimensions of ETCQ with respect to grade level

Dimensions	Grade Level	M	SD
Relations with students	6th grade	4.54	.571
	7th grade	4.48	.509
	8th grade	4.21	.673
Personal traits and in-class behavior	6th grade	4.57	.478
	7th grade	4.54	.483
	8th grade	4.26	.590
Teaching ability	6th grade	4.54	.500
	7th grade	4.58	.455
	8th grade	4.28	.630
Motivating personality	6th grade	4.33	.638
	7th grade	4.29	.666
	8th grade	4.08	.686
Professional demeanor	6th grade	4.47	.617
	7th grade	4.45	.530
	8th grade	4.20	.728
Classroom management	6th grade	4.38	.673
	7th grade	4.27	.713
	8th grade	4.20	.665
Feedback and evaluation	6th grade	4.47	.643
	7th grade	4.53	.593
	8th grade	4.14	.834

4.3.3 Achievement Level

A one-way MANOVA was performed to find out whether there was a significant mean difference among perceived dimensions of ETCQ with respect to achievement (high achievers and low achievers) level of students (See Table 4.14). This analysis revealed that students' achievement levels had a significant effect on the overall perceived dimensions of ETCQ [Pillai's trace = .73, $F(7, 442) = 4.971$, $p < .001$, $\eta^2 = .073$].

Table 4.14. The results of Multivariate test for the effect of achievement level on perceived dimensions of ETCQ

Effect		Value	F	Hypot df	Error df	p	η^2
Achievement level	Pillai's Trace	.073	4.971	7.0	442.0	.000*	.073

* Significant at the .05 level.

Analysis of variance on each dependent variable was conducted as follow-up tests to MANOVA (See Table 4.15). The ANOVA revealed that achievement level had significant effect on relations with students [$F(1,448) = 19.715, p < .001, \eta^2 = .042$], personal traits and in-class behavior [$F(1,448) = 31.972, p < .001, \eta^2 = .067$], teaching ability [$F(1,448) = 17.201, p < .001, \eta^2 = .037$], motivating personality [$F(1,448) = 18.377, p < .001, \eta^2 = .039$], professional demeanor [$F(1,448) = 18.628, p < .001, \eta^2 = .040$], classroom management [$F(1,448) = 10.649, p < .01, \eta^2 = .023$], and feedback & evaluation [$F(1,448) = 21.148, p < .001, \eta^2 = .045$].

Table 4.15. Univariate F test computed for the seven dimensions of ETCQ with respect to achievement level

	Dependent variable	df	F	p	η^2
Achievement level	relations with students	1	19.715	.000*	.042
	personal traits and in-class behavior	1	31.972	.000*	.067
	teaching ability	1	17.201	.000*	.037
	motivating personality	1	18.377	.000*	.039
	professional demeanor	1	18.628	.000*	.040
	classroom management	1	10.649	.001*	.023
	feedback and evaluation	1	21.148	.000*	.045

* Significant at the .05 level.

Table 4.16 contained the mean and standard deviations of the dependent variables for two achievement levels. According to the univariate ANOVA and descriptive statistics, high achievers gave more importance to the each of the dimensions than the low achievers (See Table 4.16).

Table 4.16. The means and standard deviations of the perceived dimensions of ETCQ with respect to achievement level

Dimensions of ETCQ	Achievement level	M	SD
Relations with students	high achievers	4.54	.518
	low achievers	4.30	.654
Personal traits and in-class behavior	high achievers	4.60	.465
	low achievers	4.32	.560
Teaching ability	high achievers	4.58	.503
	low achievers	4.37	.554
Motivating personality	high achievers	4.37	.632
	low achievers	4.10	.682
Professional demeanor	high achievers	4.50	.567
	low achievers	4.25	.678
Classroom management	high achievers	4.39	.668
	low achievers	4.18	.695
Feedback and evaluation	high achievers	4.54	.623
	low achievers	4.24	.751

4.3.4 Father and Mother Education Level

A two-way MANOVA was performed to find out whether there was any significant mean difference among perceived dimensions of ETCQ with respect to mother education level, father education level and the interaction of mother and father education (See Table 4.17). This analysis revealed that mother education level had a significant effect on perceived dimensions of ETCQ [Pillai's trace = .056, $F(14, 874) = 1.795$, $p < .05$, $\eta^2 = .028$]. On the other hand, MANOVA analysis revealed that different father education levels did not have a significant effect on perceived dimensions of ETCQ [Pillai's trace = .030, $F(14, 874) = .945$, $p = .509$, $\eta^2 = .015$].

Similarly, interaction between father and mother education levels did not have a significant effect on perceived dimensions of ETCQ [Pillai's trace = .046, $F(21, 1314) = .971$, $p = .497$, $\eta^2 = .015$].

Table 4.17. The results of Multivariate test for the effect of father and mother education level on perceived dimensions of ETCQ

Effect		Value	F	Hypot df	Error df	p	η^2
Mother education	Pillai's Trace	.056	1.795	14.0	874.0	.035*	.028
Father education	Pillai's Trace	.030	.945	14.0	874.0	.509	.015
Mother education Father education	Pillai's Trace	.046	.971	21.0	1314.0	.497	.015

* Significant at the .05 level.

Analysis of variance (ANOVA) on each dependent variable was conducted as follow-up tests to the MANOVA. The univariate tests failed to reveal a significant effect on each of the dimensions except from classroom management dimension [$F(2, 442) = 4.190$, $p < .05$, $\eta^2 = .019$].

The test also failed to reveal significant effect of father education level on each of the dimensions. Similarly the interaction between father and mother education level did not have significant effect on each of the dimensions (See Table 4.18).

Table 4.18. Univariate *F* test computed for the seven dimensions of ETCQ with respect to mother and father education level and interaction between the two variables

	Dependent Variable	df	F	p	η^2
Mother education	Relations with students	2	.012	.988	.000
	Personality traits and In-class behavior	2	1.089	.338	.005
	Teaching ability	2	.026	.974	.000
	Motivating personality	2	.190	.827	.001
	Professional demeanor	2	.008	.992	.000
	Classroom management	2	4.190	.016*	.019
	Feedback and evaluation	2	.180	.835	.001
Father education	Relations with students	2	1.597	.204	.007
	Personal traits and In-class behavior	2	.380	.684	.002
	Teaching ability	2	.976	.378	.004
	Motivating personality	2	.743	.476	.003
	Professional demeanor	2	1.491	.226	.007
	Classroom management	2	.135	.874	.001
	Feedback and evaluation	2	.181	.835	.001
Mother education * Father education	Relations with students	3	1.706	.165	.011
	Personal traits and in-class behavior	3	1.642	.179	.011
	Teaching ability	3	.543	.653	.004
	Motivating personality	3	1.700	.166	.011
	Professional demeanor	3	1.634	.181	.011
	Classroom management	3	.652	.582	.004
	Feedback and evaluation	3	.292	.831	.002

* Significant at .05 level.

Post hoc analysis to univariate ANOVA with Bonferonni test for the six dimensions of ETCQ was conducted in order to see whether there were significant mean differences among perceived dimensions of students with respect to their mothers' education levels. According to the results, there was significant mean difference between elementary and/or middle school level and high school level education of mothers in classroom management dimension (See Table 4. 19).

Table 4.19. The mean differences among the perceived dimensions of ETCQ with respect to mother education level

Dependent variable	(I) mother education level	(J) mother education level	mean difference (I-J)	p
Relations with students	elementary and/middle school	high school	.0217	1.00
		university and above	-.1165	.537
	high school	elementary/middle school	-.0217	1.00
		university and above	-.1383	.543
Personal traits and in-class behavior	elementary/middle school	high school	.1165	.537
		university and above	.1383	.543
	high school	elementary/middle school	-.1052	.319
		university and above	-.0816	.863
Teaching ability	elementary/middle school	high school	.1052	.319
		university and above	.0236	1.00
	high school	elementary/middle school	.0816	.863
		university and above	-.0236	1.00
Motivating personality	elementary/middle school	high school	.0044	1.00
		university and above	.0177	1.00
	high school	elementary/middle school	-.0044	1.00
		university and above	.0134	1.00
Motivating personality	elementary/middle school	high school	-.0177	1.00
		university and above	-.0134	1.00
	high school	elementary/middle school	-.0392	1.00
		university and above	-.1689	.249
university and above	elementary/middle school	.0392	1.00	
	high school	-.1297	.791	
university and above	elementary/middle school	.1689	.249	
	high school	.1297	.791	

Table 4.19. (continued)

Dependent variable	(I) mother education level	(J) mother education level	mean difference (I-J)	p
Professional demeanor	elementary/middle school	high school	.0421	1.00
		university and above	-.0132	1.00
	high school	elementary/middle school	-.0421	1.00
		university and above	-.0554	1.00
	university and above	elementary/middle school	.0132	1.00
		high school	.0554	1.00
Classroom management	elementary/middle school	high school	.2248*	.025
		university and above	-.0363	1.00
	high school	elementary/middle school	-.2248*	.025
		university and above	-.2611	.088
	university and above	elementary/middle school	.0363	1.00
		high school	.2611	.088
Feedback and evaluation	elementary/middle school	high school	-.0875	.937
		university and above	-.1635	.328
	high school	elementary/middle school	.0875	.937
		university and above	-.0760	1.00
	university and above	elementary/middle school	.1635	.328
		high school	.0760	1.00

* Significant at the .05 level.

The means and standard deviations of father and mother education levels are presented in Table 4.20. Mother education level has significant effect on classroom management dimension. According to the means scores and standard deviations, it is seen that the students whose mothers graduated from universities gave more importance to the classroom management dimension compared to other students whose mothers graduated from elementary and/or middle schools and high schools. There are not significant mean differences among the perceived dimensions except classroom management dimension with respect to students' mother and father education levels (See Table 4.20).

Table 4.20. The means and standard deviations of the dimensions of ETCQ with respect to the father and mother education level

Dimensions of ETCQ	mother education level	father education level	M	SD
Relations with students	elementary/middle school	elementary/ middle school	4.39	.588
		high school	4.46	.556
		university and above	4.52	.524
	high school	elementary/ middle school	4.65	.481
		high school	4.28	.767
		university and above	4.42	.671
	university and above	high school	4.31	.568
		university and above	4.57	.559
Personal traits and in-class behavior	elementary/middle school	elementary/ middle school	4.41	.548
		high school	4.47	.538
		university and above	4.59	.521
	high school	elementary/ middle school	4.75	.451
		high school	4.53	.504
		university and above	4.51	.461
	university and above	high school	4.48	.295
		university and above	4.54	.498
Teaching ability	elementary/middle school	elementary/ middle school	4.49	.502
		high school	4.46	.529
		university and above	4.54	.537
	high school	elementary/ middle school	4.63	.536
		high school	4.36	.683
		university and above	4.54	.420
	university and above	high school	4.45	.330
		university and above	4.48	.663
Motivating personality	elementary/middle school	elementary/ middle school	4.17	.702
		high school	4.29	.610
		university and above	4.34	.655
	high school	elementary/ middle school	4.53	.670
		high school	4.19	.705
		university and above	4.23	.632
	university and above	high school	4.19	.287
		university and above	4.42	.615
Professional demeanor	elementary/middle school	elementary/ middle school	4.39	.591
		high school	4.35	.651
		university and above	4.50	.517

Table 4.20. (continued)

Dimensions of ETCQ	mother education level	father education level	M	SD	
Classroom management	high school	elementary/ middle school	4.67	.580	
		high school	4.32	.814	
		university and above	4.28	.767	
	university and above	high school	4.33	.584	
		university and above	4.42	.627	
		elementary/middle school	4.30	.697	
	Feedback and evaluation	elementary/middle school	high school	4.37	.583
			university and above	4.44	.623
			high school	4.18	.946
high school		high school	4.08	.758	
		university and above	4.12	.704	
		university and above	4.63	.265	
Feedback and evaluation		university and above	high school	4.34	.710
			university and above	4.31	.747
			elementary/middle school	4.49	.535
	elementary/middle school	high school	4.45	.705	
		university and above	4.48	.688	
		high school	4.44	.831	
	high school	university and above	4.47	.632	
		university and above	4.50	.459	
		university and above	4.54	.655	

4.4 Results concerning the perceptions of teachers on effective teacher characteristics

In order to analyze the primary school teachers' perceptions on effective teacher characteristics, ETCQ for teachers was administered to the teachers. According to the results of principal component analysis, the perceived dimensions of ETCQ by teachers divided into 11 factors. These factors were not meaningfully grouped and most of the items were scattered with strong values into the factors. Because of these issues it was not possible to analyze data obtained from teachers using inferential statistics. Therefore data collected from teachers were analyzed with descriptive statistics. The mean and standard deviations of teachers' responses for each item

were analyzed in order to find out which items were given the most and least importances by teachers. Means and standard deviations are presented in table 4.21.

Table 4.21. The means and standard deviations of the items of ETCQ

Items	N	M	SD
Has field knowledge	150	4.68	.468
Communicates clearly	150	4.64	.493
Differentiates teaching according to levels of students	150	4.62	.823
Allows student participation during teaching	150	4.61	.502
Gains students' trust	150	4.60	1.08
Plans his/her work and (s)he is well organized in class	150	4.60	.516
Respects the personality of each student	150	4.60	.516
Attends the class on time	150	4.60	.543
Allows students to defend themselves before punishing or judging them	150	4.59	.492
Easily adopts to changes	150	4.58	.520
Presents the subject matter clearly using understandable illustrations	150	4.58	.494
Serves as a facilitator rather than transmitter of knowledge	150	4.58	.546
Knows his/her students as an individual	150	4.57	.535
Develops positive relationships with students in the classroom	150	4.56	.549
Allows students to see their mistakes in the exam	150	4.56	.498
Lets students to express their own opinion	150	4.55	.512
Uses praise and encouragement for the success of students	150	4.54	.586
Monitors students progress	150	4.54	.526
Develop creative thinking of students	150	4.53	.513
Uses various materials in the lessons	150	4.52	.563
Helps students to realize their potential	150	4.52	.598
Maintains equality in student participation	150	4.49	.642
Cooperates with parents for effective teaching and training	150	4.49	.621
Collaborates with colleagues	150	4.48	.576
Uses technology to enhance instruction	150	4.47	.539
Is calm and patient	150	4.47	.641
Demonstrate fairness in his/her relations with students	150	4.46	.756
Treats all the students fairly	150	4.45	.799

Table 4.21. (continued)

Items	N	M	SD
Explains exam results as soon as possible	150	4.44	.537
Explains the reasons of establishing classroom rules	150	4.43	.584
Gets in touch with parents for the success of students	150	4.42	.688
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques	150	4.40	.624
Explains the subjects again and again when the students cannot understand	150	4.38	.683
Is kind and smiling	150	4.37	.764
Manages the class effectively	150	4.33	.672
Establishes classroom rules	150	4.33	.575
Believes that each student will be successful	150	4.26	.799
Tells a funny story or a joke, plays a game when (s)he realizes that students get bored	150	4.26	.870
Offers help to students in their problems	150	4.24	.722
Does not threaten students with low grades	150	4.24	.872
Does not stigmatize weak students	150	4.20	1.16
Answers the questions of the students	150	4.12	.936
Ensures that the students enjoy subject matter	150	4.10	.865
Is friendly toward students	150	3.95	1.01

As can be seen from the Table 4.22 teachers gave the most importance to item ‘an effective teacher has field knowledge (M = 4.68, SD = .468). They also gave importance to the items ‘communicates clearly’ (M = 4.64, SD = .493); ‘differentiates teaching according to levels of students’ (M = 4.62, SD = .823); ‘allows student participation during teaching’ (M = 4.61, SD = .502).

On the other hand the teachers gave the least importance to the item ‘is friendly toward students’ (M = 3.95, SD = 1.01). They also gave less importance to the items ‘ensures that the students enjoy subject matter’ (M = 4.10, SD = .865); ‘answers the questions of the students’ (M = 4.12, SD = .936) and ‘does not stigmatize weak students’ (M = 4.20, SD = 1.16). In order to find out whether there were associations

among teacher responses and certain background variables (gender, teaching experience and school of graduation) cross tabulations were applied. With respect to gender variable no significant associations were found between teacher responses and gender. In all of the items it seemed that the gender did not influence the teacher responses for ETCQ (See Table 4.22).

Table 4.22. Teacher responses for ETCQ by gender

Items of ETCQ	Teacher responses/ gender	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Develops positive relations with students inside the classroom	Female	.7	.7	63.3	64.7
	Male	0	0	35.3	35.3
Pearson χ^2 [2, N = 150] = 1.108, p = .575, Cramer's V = .08					
Maintains equality in student participation	Female	2.7	0	62.0	64.7
	Male	0	0	35.3	35.3
Pearson χ^2 [1, N = 150] = 1.40, p = .134, Cramer's V = .12					
Ensures that the students enjoy subject matter.	Female	6	5.3	53.3	64.7
	Male	2	1.3	32	35.3
Pearson χ^2 [2, N = 150] = 1.853, p = .396, Cramer's V = .11					
Is friendly towards students	Female	10.7	5.3	48.7	64.7
	Male	3.3	4.7	27.3	35.3
Pearson χ^2 [2, N = 150] = 2.84, p = .353, Cramer's V = .11					
Offers help to students in their problems	Female	2.7	3.3	58.7	64.7
	Male	.7	3.3	31.3	35.3
Pearson χ^2 [2, N = 150] = 1.472, p = .479, Cramer's V = .09					
Gains students' trust	Female	.7	2.7	61.3	64.7
	Male	.7	.7	34.0	35.3
Pearson χ^2 [2, N = 150] = .710, p = .701, Cramer's V = .06					
Demonstrate fairness in relationship with students	Female	1.3	3.3	60.0	64.7
	Male	1.3	.0	34.0	35.3
Pearson χ^2 [2, N = 150] = 3.152, p = .207, Cramer's V = .14					
Is kind and smiling	Female	1.3	3.3	60.0	64.7
	Male	2.0	.0	33.3	35.3
Pearson χ^2 [2, N = 150] = 1.02, p = .313, Cramer's V = .13					
Does not threaten students with low grades	Female	4.0	5.3	55.3	64.7
	Male	2.0	1.3	32.0	35.3
Pearson χ^2 [2, N = 150] = 1.143, p = .565, Cramer's V = .08					
Tells a funny story or a joke, plays a game when (s)he realizes that students get bored	Female	6.0	3.3	53.3	64.7
	Male	0	2.7	32.7	35.3
Pearson χ^2 [2, N = 150] = 5.429, p = .066, Cramer's V = .19					
Believes that each student will be successful	Female	4.0	2.0	58.7	64.7
	Male	1.3	2.0	32.0	35.3
Pearson χ^2 [2, N = 150] = .939, p = .625, Cramer's V = .07					

Table 4.22. (continued)

Items of ETCQ	Teacher responses/ gender	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Gets in touch with parents for the success of students	Female	.7	1.3	62.7	64.7
	Male	1.3	.0	34.0	35.3
Pearson χ^2 [2, N = 150] = 2.383, p = .304, Cramer's V = .12					
Does not stigmatize weak students	Female	10	.7	54.0	64.7
	Male	5.3	.0	30.0	35.3
Pearson χ^2 [2, N = 150] = .557, p = .757, Cramer's V = .06					
Helps students to realize their potential	Female	.7	.7	63.3	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [2, N = 150] = .735, p = .693, Cramer's V = .07					
Treats students fairly.	Female	3.3	1.3	60.0	64.7
	Male	2.0	.0	33.3	35.3
Pearson χ^2 [2, N = 150] = 1.118, p = .572, Cramer's V = .08					
Loves changes and improves her/himself.	Female	1.3	.0	63.3	64.7
	Male	.0	.0	35.3	35.3
Pearson χ^2 [1, N = 150] = 1.108, p = .293, Cramer's V = .08					
Uses technology to enhance instruction.	Female	.0	.7	64.0	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [1, N = 150] = 1.315, p = .251, Cramer's V = .09					
Attends the class on time.	Female	.0	1.3	63.3	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [1, N = 150] = .387, p = .534, Cramer's V = .05					
Is calm and patient	Female	1.3	3.3	60.0	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [2, N = 150] = 2.111, p = .348, Cramer's V = .11					
Cooperates with parents in order to activate the teaching-learning period.	Female	.7	1.3	62.7	64.7
	Male	.7	1.3	33.3	35.3
Pearson χ^2 [2, N = 150] = .588, p = .745, Cramer's V = .06					
Collaborates with colleagues	Female	.7	.7	63.3	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [2, N = 150] = 1.846, p = .397, Cramer's V = .11					
Serves as a facilitator rather than transmitter of knowledge	Female	.7	.7	63.3	64.7
	Male	.0	.0	35.3	35.3
Pearson χ^2 [2, N = 150] = 1.108, p = .575, Cramer's V = .08					
Presents the subject matter clearly using understandable illustrations	Female	.0	.0	64.7	64.7
	Male	.0	.0	35.3	35.3
Pearson χ^2 [1, N = 150] = 1.842, p = .175, Cramer's V = .11					
Communicates clearly	Female	.0	.0	64.7	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [1, N = 150] = 1.842, p = .175, Cramer's V = .11					
Allows student participation during teaching	Female	.0	.0	64.7	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [1, N = 150] = 1.842, p = .175, Cramer's V = .11					
Uses various materials in the lessons.	Female	.0	2.0	62.7	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [1, N = 150] = .049, p = .824, Cramer's V = .01					
Differentiates teaching according to levels of students.	Female	.7	1.3	62.7	64.7
	Male	.0	.0	35.3	35.3
Pearson χ^2 [2, N = 150] = 1.673, p = .433, Cramer's V = .10					
Has field knowledge.	Female	.0	.0	64.7	64.7
	Male	.0	.0	35.3	35.3

Table 4.22. (continued)

Items of ETCQ	Teacher responses/ gender	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Knows his/her students as an individual.	Female	.0	.7	64.0	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [1, N = 150] = 1.315, p = .251, Cramer's V = .09					
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques.	Female	.7	3.3	60.7	64.7
	Male	.0	2.0	33.3	35.3
Pearson χ^2 [2, N = 150] = .564, p = .754, Cramer's V = .06					
Explains the subject matter again and again when the students cannot understand.	Female	1.3	1.3	62.0	64.7
	Male	1.3	2.0	32.0	35.3
Pearson χ^2 [2, N = 150] = 1.811, p = .404, Cramer's V = .11					
Answers the questions of the students	Female	4.7	6.0	54.0	64.7
	Male	5.3	2.0	28.0	35.3
Pearson χ^2 [2, N = 150] = 2.764, p = .251, Cramer's V = .13					
Plans his/her work and (s)he is well organized in class	Female	.0	.7	64.0	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [1, N = 150] = .191, p = .662, Cramer's V = .03					
Manages the classroom effectively	Female	1.3	2.7	60.7	64.7
	Male	.7	2.7	32.0	35.3
Pearson χ^2 [2, N = 150] = 797, p = .671, Cramer's V = .07					
Establishes classroom rules	Female	.7	.0	64.0	64.7
	Male	.7	1.3	33.3	35.3
Pearson χ^2 [2, N = 150] = 3.924, p = .141, Cramer's V = .16					
Explains the reason of establishing classroom rules	Female	.0	1.3	63.3	64.7
	Male	.7	1.3	33.3	35.3
Pearson χ^2 [2, N = 150] = 2.253, p = .324, Cramer's V = .12					
Lets students to express their own opinion.	Female	.0	.7	64.0	64.7
	Male	.0	.0	35.3	35.3
Pearson χ^2 [1, N = 150] = .550, p = .458, Cramer's V = .06					
Respects personality of each student.	Female	.0	.0	64.7	64.7
	Male	.0	1.3	34.0	35.3
Pearson χ^2 [1, N = 150] = 3.710, p = .054, Cramer's V = .15					
Allows students to defend themselves before punishing or judging them	Female	.0	.0	64.7	64.7
	Male	.0	.0	35.3	35.3
Reports exam results as soon as possible	Female	.0	.7	64.0	64.7
	Male	.0	1.3	34.3	35.3
Pearson χ^2 [1, N = 150] = 2.315, p = .251, Cramer's V = .09					
Allows students to see their mistakes in the exam.	Female	.0	.0	64.7	64.7
	Male	.0	.0	35.3	35.3
Uses praise and encouragement for the success of students	Female	.0	.7	64.0	64.7
	Male	1.3	.0	34.0	35.3
Pearson χ^2 [2, N = 150] = 4.233, p = .120, Cramer's V = .16					
Monitors students' progress	Female	.0	.7	64.0	64.7
	Male	.0	.7	34.7	35.3
Pearson χ^2 [1, N = 150] = .191, p = .662, Cramer's V = .03					

With respect to teaching experience no significant associations were found between teacher responses and teaching experience except from 3 items. It seems that teaching experience variable has an influence on the teachers' responses of the item 'offers help to students in their problems', [Pearson χ^2 (4, N = 150) = 10.185, p = .037]. Cramer's statistic is .18 out of a maximum possible value of 1 which indicates a moderate level of effect size.

It seems that teaching experience variable strongly affected the item 'gains students' trust', [Pearson χ^2 (4, N = 150) = 9.973, p = .041]. Cramer's statistic is .18 out of a maximum possible value of 1 which indicates a moderate level of effect size. Teaching experience variable also affected the item 'differentiates teaching according to levels of students', [Pearson χ^2 (4, N = 150) = 9.822, p = .044]. Cramer's statistic is .18 out of a maximum possible value of 1 which indicates a moderate level of effect size (See Table 4.23). If the cramer's statistics is less than 0.10 then there is a weak relationship between variables. If it is between 0.10 and 0.30 there is a moderate relationship, and if it is more than 0.30, there is a strong relationship (Field, 2005).

Table 4.23. Teacher responses for ETCQ by teaching experience

Items of ETCQ	Teacher responses/ experience	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Develops positive relations with students inside the classroom	1-5 years	.0	.0	18.0	18.0
	6-15 years	.7	.7	70.6	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = .788, p = .940, Cramer's V = .05					
Maintains equality in student participation	1-5 years	1.3	.0	16.7	18.0
	6-15 years	1.3	.0	70.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 3.025, p = .220, Cramer's V = .14					
Ensures that the students enjoy subject matter.	1-5 years	1.3	2.0	14.7	18.0
	6-15 years	6.7	4.7	60.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 3.671, p = .452, Cramer's V = .11					

Table 4.23. (continued)

Items of ETCQ	Teacher responses/ experience	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Is friendly towards students	1-5 years	4.7	1.3	12.0	18.0
	6-15 years	8.7	7.3	56.0	72.0
	16 and more	.7	1.3	8.0	10.0
Pearson χ^2 [4, N = 150] = 4.354, $p = .360$, Cramer's $V = .12$					
Offers help to students in their problems	1-5 years	2.0	.0	16.0	18.0
	6-15 years	1.3	6.7	64.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 10.185, $p = .037$, Cramer's $V = .18$					
Gains students' trust	1-5 years	.0	2.0	16.0	18.0
	6-15 years	.7	1.3	70.0	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 9.973, $p = .041$, Cramer's $V = .18$					
Demonstrate fairness in relationship with students.	1-5 years	.0	.7	17.3	18.0
	6-15 years	2.0	2.7	67.3	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 2.199, $p = .699$, Cramer's $V = .08$					
Is kind and smiling	1-5 years	.7	1.3	16.0	18.0
	6-15 years	2.0	2.0	68.0	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 2.627, $p = .622$, Cramer's $V = .09$					
Does not threaten students with low grades	1-5 years	1.3	.7	16.0	18.0
	6-15 years	4.0	5.3	62.7	72.0
	16 and more	.7	.7	8.7	10.0
Pearson χ^2 [4, N = 150] = .590, $p = .964$, Cramer's $V = .04$					
Tells a funny story or a joke, plays a game when (s)he realizes that students get bored	1-5 years	.7	1.3	16.0	18.0
	6-15 years	5.3	4.7	62.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 2.816, $p = .589$, Cramer's $V = .09$					
Believes that each student will be successful	1-5 years	.7	1.3	16.0	18.0
	6-15 years	4.7	2.7	64.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 2.771, $p = .597$, Cramer's $V = .09$					
Gets in touch with parents for the success of students	1-5 years	.0	.0	18.0	18.0
	6-15 years	1.3	1.3	69.3	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 3.013, $p = .556$, Cramer's $V = .10$					
Does not stigmatize weak students	1-5 years	3.3	.0	14.7	18.0
	6-15 years	10.7	.7	60.7	72.0
	16 and more	1.3	.0	8.7	10.0
Pearson χ^2 [4, N = 150] = .660, $p = .956$, Cramer's $V = .04$					
Helps students to realize their potential	1-5 years	.0	.0	18.0	18.0
	6-15 years	.7	1.3	70.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 1.190, $p = .880$, Cramer's $V = .06$					

Table 4.23. (continued)

Items of ETCQ	Teacher responses/ experience	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Treats students fairly	1-5 years	.7	.0	17.3	18.0
	6-15 years	4.0	1.3	66.7	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 1.1004, $p = .909$, Cramer's $V = .05$					
Easily adopts to changes	1-5 years	.0	.7	17.3	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.492, $p = .474$, Cramer's $V = .10$					
Uses technology to enhance instruction	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	2.0	70.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.190, $p = .551$, Cramer's $V = .08$					
Attends the class on time	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	2.7	69.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.598, $p = .450$, Cramer's $V = .10$					
Is calm and patient	1-5 years	.7	1.3	16.0	18.0
	6-15 years	.7	2.7	68.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 3.026, $p = .554$, Cramer's $V = .10$					
Cooperates with parents for effective teaching and training	1-5 years	.0	.0	18.0	18.0
	6-15 years	1.3	2.7	68.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 2.431, $p = .657$, Cramer's $V = .09$					
Collaborates with colleagues	1-5 years	.0	.7	17.3	18.0
	6-15 years	.7	1.3	70.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 1.107, $p = .893$, Cramer's $V = .06$					
Serves as a facilitator rather than transmitter of knowledge	1-5 years	.0	.0	18.0	18.0
	6-15 years	.7	.7	70.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = .788, $p = .940$, Cramer's $V = .05$					
Presents the subject matter clearly using understandable illustrations	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.0	72.0	72.0
	16 and more	.0	.0	10.0	10.0
Communicates clearly	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = .391, $p = .822$, Cramer's $V = .05$					
Allows student participation during teaching	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = .391, $p = .822$, Cramer's $V = .05$					

Table 4.23. (continued)

Items of ETCQ	Teacher responses/ experience	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Uses various materials in the lessons.	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	3.3	68.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 2.011, p = .366, Cramer's V = .11					
Differentiates teaching according to levels of students	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	1.3	70.7	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 9.822, p = .044, Cramer's V = .18					
Has field knowledge	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.0	72.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.190, p = .551, Cramer's V = .08					
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques	1-5 years	.0	.7	17.3	18.0
	6-15 years	.7	4.7	66.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 1.686, p = .793, Cramer's V = .07					
Explains the subject matter again and again when the students cannot understand	1-5 years	.0	.0	18.0	18.0
	6-15 years	2.0	3.3	66.7	72.0
	16 and more	.7	.0	9.3	10.0
Pearson χ^2 [4, N = 150] = 3.696, p = .449, Cramer's V = .11					
Answers the questions of the students	1-5 years	3.3	2.7	12.0	18.0
	6-15 years	6.7	4.7	60.7	72.0
	16 and more	.0	.7	9.3	10.0
Pearson χ^2 [4, N = 150] = 6.507, p = .164, Cramer's V = .14					
Plans his/her work and (s)he is well organized in class	1-5 years	.0	.7	17.3	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	1.3	98.7	10.0
Pearson χ^2 [2, N = 150] = 1.492, p = .474, Cramer's V = .10					
Manages the classroom effectively	1-5 years	.7	.7	16.7	18.0
	6-15 years	1.3	4.7	66.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 2.004, p = .735, Cramer's V = .08					
Establishes classroom rules	1-5 years	.0	.0	18.0	18.0
	6-15 years	1.3	1.3	69.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 1.598, p = .809, Cramer's V = .07					
Explains the reason of establishing classroom rules	1-5 years	.0	.0	18.0	18.0
	6-15 years	.7	2.7	68.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 2.011, p = .734, Cramer's V = .08					

Table 4.23. (continued)

Items of ETCQ	Teacher responses/ experience	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Lets students to express their own opinion	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = .391, $p = .822$, Cramer's $V = .05$					
Respects personality of each student	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	1.3	70.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = .788, $p = .674$, Cramer's $V = .07$					
Allows students to defend themselves before punishing or judging them	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.0	72.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.190, $p = .551$, Cramer's $V = .08$					
Reports exam results as soon as possible	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	2.0	70.0	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.190, $p = .551$, Cramer's $V = .08$					
Allows students to see their mistakes in the exam	1-5 years	.0	.0	18.0	18.0
	6-15 years	.0	.0	72.0	72.0
	16 and more	.0	.0	10.0	10.0
Uses praise and encouragement for the success of students	1-5 years	.7	.0	17.3	18.0
	6-15 years	.7	.7	70.7	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [4, N = 150] = 1.875, $p = .859$, Cramer's $V = .07$					
Monitors students' progress	1-5 years	.0	.7	17.3	18.0
	6-15 years	.0	.7	71.3	72.0
	16 and more	.0	.0	10.0	10.0
Pearson χ^2 [2, N = 150] = 1.492, $p = .474$, Cramer's $V = .10$					

With respect to school of graduation variable no significant associations were found between teacher responses and school of graduation except from 4 items. It seems that teaching experience variable affected the teachers' responses of the item 'tells a funny story or a joke, plays a game when (s)he realizes that students get bored', [Pearson χ^2 (2, N = 150) = 8.985, $p = .011$]. Cramer's statistic is .24 out of a maximum possible value of 1 which indicates a moderate level of effect size.

It also seems that school of graduation variable strongly affected the teachers' responses of the item 'treats students fairly', [Pearson χ^2 (2, N = 150) = 8.576, $p = .014$]. Cramer's statistic is .23 out of a maximum possible value of 1 which indicates a moderate level of effect size.

School of graduation variable strongly affected the teachers' responses of the item 'explains the subject matter again and again when the students cannot understand', [Pearson χ^2 (2, $N = 150$) = 9.085, $p = .011$]. Cramer's statistic is .24 out of a maximum possible value of 1 which indicates a moderate level of effect size.

Lastly, school of graduation strongly affected the teachers' responses of the item 'establishes classroom rules', [Pearson χ^2 (2, $N = 150$) = 6.428, $p = .040$]. Cramer's statistic is .20 out of a maximum possible value of 1 which indicates a moderate level of effect size (See Table 4.24).

Table 4.24. Teacher responses for ETCQ by school of graduation

Items of ETCQ	Teacher responses/ school of graduation	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Develops positive relations with students inside the classroom	faculty of education	.7	.0	73.3	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [2, $N = 150$] = 3.206, $p = .201$, Cramer's $V = .14$					
Maintains equality in student participation	faculty of education	2.0	.0	72.0	74.0
	others	.7	.0	25.3	26.0
Pearson χ^2 [1, $N = 150$] = 0.02, $p = .963$, Cramer's $V = .00$					
Ensures that the students enjoy subject matter	faculty of education	5.3	6.0	62.7	74.0
	others	2.7	.7	22.7	26.0
Pearson χ^2 [2, $N = 150$] = 1.687, $p = .430$, Cramer's $V = .10$					
Is friendly towards students	faculty of education	10.0	8.7	55.3	74.0
	others	4.0	1.3	20.7	26.0
Pearson χ^2 [2, $N = 150$] = 1.407, $p = .495$, Cramer's $V = .09$					
Offers help to students in their problems	faculty of education	2.7	4.0	67.3	74.0
	others	.7	2.7	22.7	26.0
Pearson χ^2 [2, $N = 150$] = 1.159, $p = .560$, Cramer's $V = .08$					
Gains students' trust	faculty of education	1.3	2.7	70.0	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [2, $N = 150$] = .821, $p = .663$, Cramer's $V = .07$					
Demonstrate fairness in relationship with students	faculty of education	1.3	2.0	70.7	74.0
	others	1.3	1.3	23.3	26.0
Pearson χ^2 [2, $N = 150$] = 1.808, $p = .405$, Cramer's $V = .11$					

Table 4.24. (continued)

Items of ETCQ	Teacher responses/ school of graduation	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Is kind and smiling	faculty of education	1.3	2.0	70.7	74.0
	others	2.0	1.3	22.7	26.0
Pearson χ^2 [2, N = 150] = 3.727, p = .155, Cramer's V = .15					
Does not threaten students with low grades	faculty of education	4.0	4.7	65.3	74.0
	others	2.0	2.0	22.0	26.0
Pearson χ^2 [2, N = 150] = .379, p = .827, Cramer's V = .05					
Tells a funny story or a joke, plays a game when (s)he realizes that students get bored	faculty of education	2.0	5.3	66.7	74.0
	others	4.0	.7	21.3	26.0
Pearson χ^2 [2, N = 150] = 8.985, p = .011, Cramer's V = .24					
Believes that each student will be successful	faculty of education	4.7	4.0	65.3	74.0
	others	.7	.0	25.3	26.0
Pearson χ^2 [2, N = 150] = 3.123, p = .209, Cramer's V = .14					
Gets in touch with parents for the success of students	faculty of education	1.3	1.3	71.3	74.0
	others	.7	.0	25.3	26.0
Pearson χ^2 [2, N = 150] = .790, p = .674, Cramer's V = .07					
Does not stigmatize weak students	faculty of education	1.7	.7	62.7	74.0
	others	4.7	.0	21.3	26.0
Pearson χ^2 [2, N = 150] = .610, p = .737, Cramer's V = .06					
Helps students to realize their potential	faculty of education	.0	1.3	72.7	74.0
	others	.7	.0	25.3	26.0
Pearson χ^2 [2, N = 150] = 3.551, p = .169, Cramer's V = .15					
Treats students fairly	faculty of education	5.3	.0	68.7	74.0
	others	.0	1.3	24.7	26.0
Pearson χ^2 [2, N = 150] = 8.576, p = .014, Cramer's V = .23					
Easily adopts to changes	faculty of education	.0	1.3	72.7	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .712, p = .399, Cramer's V = .06					
Uses technology to enhance instruction	faculty of education	.0	1.3	72.7	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [1, N = 150] = .086, p = .770, Cramer's V = .02					
Attends the class on time	faculty of education	.0	2.0	72.0	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [1, N = 150] = .002, p = .963, Cramer's V = .00					

Table 4.24. (continued)

Items of ETCQ	Teacher responses/ school of graduation	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Is calm and patient	faculty of education	.7	2.7	70.7	74.0
	others	.7	1.3	24.0	26.0
Pearson χ^2 [2, N = 150] = .712, p = .399, Cramer's V = .06					
Cooperates with parents for effective teaching and training	faculty of education	1.3	2.7	70.0	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [2, N = 150] = .2196, p = .334, Cramer's V = .12					
Collaborates with colleagues	faculty of education	.7	2.0	71.3	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [2, N = 150] = 1.444, p = .486, Cramer's V = .09					
Serves as a facilitator rather than transmitter of knowledge	faculty of education	.7	.7	72.7	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [2, N = 150] = .712, p = .700, Cramer's V = .06					
Presents the subject matter clearly using understandable illustrations	faculty of education	.0	.0	74.0	74.0
	others	.0	.0	26.0	26.0
Communicates clearly	faculty of education	.0	.7	73.3	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .354, p = .552, Cramer's V = .04					
Allows student participation during teaching	faculty of education	.0	.7	73.3	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .354, p = .552, Cramer's V = .04					
Uses various materials in the lessons	faculty of education	.0	2.7	71.3	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [1, N = 150] = .097, p = .756, Cramer's V = .02					
Differentiates teaching according to levels of students	faculty of education	.7	1.3	72.0	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [2, N = 150] = 1.076, p = .584, Cramer's V = .08					
Has field knowledge	faculty of education	.0	.0	74.0	74.0
	others	.0	.0	26.0	26.0
Knows his/her students as an individual	faculty of education	.0	2.0	72.0	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = 1.076, p = .300, Cramer's V = .08					
Accommodates individual differences between learning skills of students by using all appropriate teaching techniques	faculty of education	.7	3.3	70.0	74.0
	others	.0	2.0	24.0	26.0
Pearson χ^2 [2, N = 150] = .917, p = .632, Cramer's V = .07					
Explains the subject matter again and again when the students cannot understand	faculty of education	2.7	.7	70.7	74.0
	others	.0	2.7	23.3	26.0
Pearson χ^2 [2, N = 150] = 9.085, p = .011, Cramer's V = .24					

Table 4.24. (continued)

Items of ETCQ	Teacher responses/ school of graduation	1.00 (disagree) %	2.00 (undecided) %	3.00 (agree) %	Total (%)
Answers the questions of the students	faculty of education	8.0	6.0	60.0	74.0
	others	2.0	2.0	22.0	26.0
Pearson χ^2 [2, N = 150] = .331, p = .848, Cramer's V = .04					
Plans his/her work and (s)he is well organized in class	faculty of education	.0	1.3	72.7	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .712, p = .399, Cramer's V = .06					
Manages the classroom effectively	faculty of education	1.3	4.0	68.7	74.0
	others	.7	1.3	24.0	26.0
Pearson χ^2 [2, N = 150] = .089, p = .957, Cramer's V = .02					
Establishes classroom rules	faculty of education	.0	1.3	72.7	74.0
	others	1.3	.0	24.7	26.0
Pearson χ^2 [2, N = 150] = 6.428, p = .040, Cramer's V = .20					
Explains the reason of establishing classroom rules	faculty of education	.0	1.3	72.7	74.0
	others	.7	1.3	24.0	26.0
Pearson χ^2 [2, N = 150] = 4.147, p = .126, Cramer's V = .16					
Lets students to express their own opinion	faculty of education	.0	.0	74.0	74.0
	others	.0	.7	25.3	26.0
Pearson χ^2 [1, N = 150] = 2.865, p = .091, Cramer's V = .13					
Respects personality of each student	faculty of education	.0	1.3	72.7	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .712, p = .399, Cramer's V = .06					
Allows students to defend themselves before punishing or judging them	faculty of education	.0	.0	74.0	74.0
	others	.0	.0	26.0	26.0
Reports exam results as soon as possible	faculty of education	.0	2.0	72.0	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = 1.072, p = .300, Cramer's V = .08					
Allows students to see their mistakes in the exam	faculty of education	.0	.0	74.0	74.0
	others	.0	.0	26.0	26.0
Uses praise and encouragement for the success of students	faculty of education	.7	.0	73.3	74.0
	others	.7	.7	24.7	26.0
Pearson χ^2 [2, N = 150] = 3.498, p = .174, Cramer's V = .15					
Monitors students' progress	faculty of education	.0	1.3	72.7	74.0
	others	.0	.0	26.0	26.0
Pearson χ^2 [1, N = 150] = .712, p = .392, Cramer's V = .06					

4.5 Summary of the results

In this chapter the results of the study were presented in four sections. In the first section the results of principal component analysis were given. According to the results the students perceived the effective teacher characteristics with respect to teacher-student relations; personality traits and in-class behavior; teaching ability; motivating personality; professional demeanor; classroom management and feedback & evaluation.

In the second section, the results of repeated measured ANOVA were given. According to the results students perceived the 'teaching ability' and 'personality traits & in-class behavior' dimension as the most important. Other dimensions that were perceived by the students as important were 'relations with students', 'feedback and evaluation', 'professional demeanor', 'classroom management' and 'motivating personality' respectively.

In the third section the results of MANOVA were given. According to the results, gender variable significantly affected the each of the perceived dimensions except the motivating personality dimension. According to students' grade level variable the findings showed significant differences among the perceptions of 6th, 7th and 8th grade students. According to the results, grade level of the students had significant effect on each of the dimensions except from 'classroom management'. Moreover, results indicated that achievement level of the students had significant effect on all of the perceived dimensions of ETCQ.

According to the findings, mother education level of the students has overall significant effect on perceived dimensions. However, father education levels of the students do not have significant effect on the perceived dimensions. In addition there was no significant interaction effect of father and mother education levels on perceived dimensions of ETCQ.

In the fourth section the results of descriptive statistics on the perceptions of teachers on ETCQ were presented. According to results, teachers gave the most importance to item ‘an effective teacher has field knowledge’; ‘communicates clearly’ and ‘differentiates teaching according to levels of students’ as well as ‘allows student participation during teaching’.

On the other hand the teachers gave the least importance to the item ‘is friendly toward students’. They also gave less importance to the items ‘ensures that the students enjoy subject matter’; ‘answers the questions of the students’ and ‘does not stigmatize weak students’. Crosstabs results showed no significant associations between teacher responses and gender with respect to gender variable. With respect to teaching experience no significant associations were found between teacher responses and teaching experience except from 3 items. These items are: ‘offers help to students in their problems’, ‘gains students’ trust’ and ‘differentiate teaching according to levels of students’. With respect to school of graduation variable no significant associations were found between teacher responses and school of graduation except from 4 items. These items are: ‘tells a funny story or a joke, plays a game when (s)he realizes that students get bored’, ‘treats students fairly’, ‘explains the subject matter again and again when the students cannot understand’, and ‘establishes classroom rules’. The next chapter will present the discussion, conclusions and implications.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter includes an interpretation and synthesis of the findings in relation to relevant literature, conclusions drawn from those findings; implications and suggestions for practice and future research.

5.1 Discussion of the results

5.1.1 The perceived dimensions of effective teacher characteristics

One of the purposes of the present study was to investigate the dimensions of the effective teacher characteristics according to the perceptions of the primary school students. Data obtained from students revealed that primary school students perceived the effective teacher characteristics with respect to teachers' (1) relations with students, (2) personal traits and in-class behavior, (3) teaching ability (4) motivating personality, (5) professional demeanor, (6) classroom management and (7) feedback and evaluation. The six of these perceived dimensions supported Bozkurt's (1998) study in which the dimensions of effective teacher characteristics according to the pre-service teachers' perceptions were found as 'teaching ability and professional development', 'classroom management', 'in-class behavior', 'relations with students' and 'personal traits'. Moreover, 'teaching ability', 'personality traits and relations with students', 'professional demeanor' and 'evaluation' dimensions found in this study were linear with Kural's (1997) study. The 'personal traits and in-class behavior'; 'classroom management'; 'professional demeanor' and 'teaching ability' dimensions were also congruent with the dimensions found in studies conducted by Beyhan (1994) and Özel (2004) in Turkish context. Similar dimensions

were also found in the studies conducted by Minor, Onwuegbuzie, Withcher and James (2002), Moran (2005); Plunkett (2004); Raptakis (2005); Reynold, Muijs, and Treharne (2003) in different cultures. Moreover, the dimensions ‘motivating personality’ and ‘relations with students’ were in line with the dimensions found in Xiaojun Shi’s (2005) study. Therefore, the examination of rotated factor solutions indicated that the perceived dimensions of effective teacher characteristics in this study are meaningful in terms of content and these dimensions are relevant with the literature.

5.1.2 The priorities of students on the perceived dimensions of effective teacher characteristics

One of the purposes of this study was to identify the dimensions of effective teacher characteristics which were given the most importance by primary school students.

The results of repeated measures ANOVA indicated significant mean difference among the dimensions. Congruent with the study of Peacock (2006), the results according to the pair-wise comparison and mean differences showed that students perceived the teaching ability and personality traits & in-class behavior dimensions of effective teacher characteristics as the most important. Teaching ability dimension included the items “allows student participation during teaching”; “explains the subject matter again and again when the students cannot understand”; “knows his/her students as an individual”; “answers questions of the students”; “respects personality of each student”; “lets students to express their own opinion which were also cited as the most important effective teacher characteristics in the literature (Bain, 2004; Brown, 2004; Feldman, 1996; Scriven, 1994).

In the studies of Beyhan (1994), Brown (2004), Dorhout (1983), Koutsoulis (2003) and Peacock (2006) the teacher characteristics were grouped as “personality traits and in-class behaviors” and this dimension was also perceived as a priority in effective teacher characteristics. This dimension included the items “reports exam results as soon as possible”; “plans his/her work and (s)he is well organized in class”;

“allows students to defend themselves before punishing or judging them”; “presents the subject matter clearly using understandable illustrations”; “serves as a facilitator rather than transmitter of knowledge”; “is calm and patient” and “communicates clearly”. These characteristics are labeled as significant effective teacher characteristics in literature (Bain, 2004; Brown & Tomlin, 1996; Deal, 2005; Feldman, 1996; Köymen, 1988; Plunkett, 2004). In line with this study some of the studies also found out that personality traits and teaching ability dimensions of effective teacher characteristics are perceived as the most important by the students (Hay McBer, 2000; McDermott and Rothenberg, 2000; Peacock, 2006).

Other dimensions that were perceived by the students as important were ‘relations with students’, ‘feedback and evaluation’, ‘professional demeanor’, ‘classroom management’ and ‘motivating personality’ respectively. Similar with the Koutsoulis’s study (2003) classroom management and relations with students dimensions were perceived as less important compared to personality traits and teaching ability dimensions. In the literature effective teacher characteristics involve classroom management and relations with students dimensions in addition to teaching ability and personality traits (Cruickshank, Jenkins & Metcalf, 2003; HayMcBer, 2000; XiounShi, 2005). Moreover, the definition of the term ‘effective teacher’ includes classroom management, professional demeanor, effective feedback & evaluation, having effective communications and rapport with students (Cruickshank Jenkins & Metcalf, 2003; Stronge, 2002; XiounShi, 2005). These characteristics are also important and necessary for teachers to be effective because teachers should manage the class effectively to create suitable environments for instruction. They should also evaluate students’ progress to get feedback .To conclude, the perceived dimensions of the effective teacher characteristics found in this study were parallel with the literature with respect to the rank of importance. And the results showed that students viewed the most effective teacher characteristics as: explaining the subject matter again and again when the students cannot understand, knowing his/her students as an individual, answering questions of the students, respecting personality of each student, encouraging students to express

their own opinion, planning their work and being well organized in class, presenting the subject matter clearly using understandable illustrations, serving as a facilitator rather than transmitter of knowledge, being calm and patient and lastly communicating clearly.

5.1.3 The differences in the perceived dimensions of effective teacher characteristics with respect to certain background variables of students

One of the goals of this study was to investigate whether there were significant differences in the dimensions of effective teacher characteristics with respect to certain background variables of students. For this purpose a set of MANOVA was conducted.

The results indicated that gender had significant effect on perceived dimensions of ETCQ. This means that female students' perceptions on effective teacher characteristics differ from male students' perspectives. This finding is supported by the findings of the earlier studies conducted on teacher effectiveness (Beyhan, 1994; Bozkurt, 1998; Maters, 2001; Minor, Onwuegbuzie & Witcher, 2000; Moran, 2005; Özel, 2004; Peter, 1998) except Brown's study (2004) that found no significant gender effect on perceived dimensions of effective teacher characteristics.

With respect to the dimensions, gender had an effect on each of the dimensions except the motivating personality dimension. Female and male students equally agree that effective teachers should have the characteristics defined in the items. These characteristics included in the dimension were "tells a funny story or a joke, plays a game when (s)he realizes that students get bored"; "does not threaten students with low grades"; "does not stigmatize weak students"; "helps students to realize their potential"; "uses various materials in the lessons"; "differentiate teaching according to levels of students".

The finding that gender had significant effect on teacher-student relations and personality traits dimension was consistent with the study of Masters (2001). However, this finding was inconsistent with Özel's study (2004) that found significant gender effect on all dimensions except from classroom management and relations with students dimensions.

According to the findings, females endorsed teacher characteristics that are related to relations with students, personality traits and in-class behavior, teaching ability, professional demeanor, classroom management and feedback & evaluation more than males as supported by the findings of some earlier studies (Bozkurt, 1998; Moran, 2005). However this finding contradicted with Minor, Onwuegbuzie and Withcher's (2000) study which found that males endorsed effective teacher characteristics related to classroom management more than females. It was also in contradiction with the study of Aydoğdu (2003) because in this study it was found out that males gave importance to personality traits dimension of effective teacher characteristics more than females.

According to students' grade level variable the findings showed significant differences among the perceptions of 6th, 7th and 8th grade students. According to the results, grade level of the students had significant effect on each of the dimensions except from classroom management dimension. The 6th, 7th and 8th grade students equally endorsed the effective teacher characteristics related to classroom management. This finding contradicted with the literature (Brown, 2004; Masters, 2001; Peter, 1998).

For all of other six dimensions, the findings showed that 6th and 7th graders gave importance to each dimension more than 8th graders. This might be because eighth graders focus on the private courses they attend for the preparation of OKS examination rather than their studies in the school. So, they might have few expectations of teachers at their school. On the other hand, most of the 6th and 7th grade students do not attend private courses for OKS examination and they are not as

focused on this examination as 8th graders. Because of this they might have high expectations of their teachers.

Results indicated that achievement level of the students had significant effect on perceived dimensions of effective teacher characteristics. Similar findings exist in the literature (Bozkurt, 1998; Kotsoulis, 2003). In terms of the dimensions, achievement level had significant effect on all of the perceived dimensions of students on effective teacher characteristics. Similar with Bozkurt's (1998) study high achievers gave each dimension of effective teacher characteristics more importance compared to low achievers. This finding was not in line with the findings of the study conducted by Koutsoulis (2003) because he found that high achievers gave more importance to teaching ability dimension and low achievers gave more importance to personality characteristics. The reason behind high achievers gave more importance to the all of the dimensions compared to low achievers might be that these students are usually ambitious and enthusiastic for teaching and learning. They tend to have more interaction with their teachers as they usually participate in the lessons. They have certain ideas about teachers and they usually pay attention to their teachers' characteristics whether they are good teachers or not.

According to the findings, mother education level of the students has overall significant effect on perceived dimensions. However, father education levels of the students do not have significant effect on the perceived dimensions. In addition there was no significant interaction effect of father and mother education levels on perceived dimensions of ETCQ. With respect to dimensions, mother education level has significant effect on classroom management dimension. The overall significant effect of mother education level and non-significant effect of father education level might be because mothers are more concerned with their children compared to fathers. Mothers tend to spend more time with children and as a result they pay attention to their development. Moreover, it is found out that mothers have higher expectations from their children's teachers compared to fathers (Horenczyk & Tatar, 2000).

According to the results, classroom management dimension was given more importance by students whose mothers graduated from universities. However, it was given less importance by students whose mothers received less than university education. This might be because mothers who are highly educated are more involved in their children's education (Bondioli, 2000) and they set high educational expectations (Abd-El-Fattah, 2006). These mothers' views about teachers and critical attitude towards teachers might affect students' perception. As a result, students, whose mothers are highly educated, tend to be aware of the teachers' characteristics and what characteristics they should possess to be effective.

5.1.4 The perceptions of teachers on effective teacher characteristics

According to teachers' mean scores in the questionnaire, it seems that teachers give importance to the items related to teaching ability and instructional organization. They give the most importance to 'having field knowledge', 'communicating clearly', 'differentiating teaching according to levels of students' and 'allowing student participation during classes' which are related with teachers' way of teaching and instruction. Similar findings exist in the literature (McGee, 2006; Moran, 2005). They give less importance to 'easily adopting to changes' and 'attending the class on time'. These items are related with professional demeanor and they are given less importance compared to teaching ability dimension.

According to findings, items such as 'does not threaten students with low grades'; 'telling a funny story or a joke, playing a game when realizing that students get bored' and 'believing that each student will be successful' are relatively given less importance. These are related with motivating personality and they are perceived as less important compared to teaching ability and professional demeanor dimensions. This finding is also inconsistent with Raptakis's (2005) study which has found motivating personality dimension as the most important dimension according to teachers.

Lastly, teachers tend to perceive the items such as ‘not stigmatizing weak students’, ‘answering the questions of the students’, ‘ensuring that the students enjoy subject matter’ and ‘being friendly toward students’ as less important effective teacher characteristics. These items are related with relations with students. This finding is inconsistent with Walls, Nardi, Minden and Hoffman’s (2002) study which has found teacher-student relations are agreed as the most important dimensions by teachers.

The reason behind the teachers’ giving the most importance to items related with teaching ability might be that teachers in Turkey may perceive the term ‘teacher’ as the ones who teach subjects. They might perceive effective teacher as the one who lecture in an effective way so that students learn what they teach. They do not perceive that teacher student relations to be important as they think that having subject matter knowledge and transmitting it to students are sufficient to be a good teacher.

According to the results of crosstabs, there are no significant differences among the views of female and male teachers on the items of ETCQ. However, the teachers’ responses for some of the items change with respect to their experience level and school of graduation.

While experienced teachers all agree that effective teachers offer help to students in their problems, some of the novice teachers do not agree. Teachers who have experience between 6 to 15 years mostly agree but some of them do not agree or are undecided.

Most of the novice teachers agree that effective teachers gain students’ trust. On the other hand, some of the experienced teachers do not agree. Teachers who have experience between 6 to 15 years mostly agree but some of them do not agree or are undecided.

Novice teachers all agree that effective teachers differentiate teaching according to levels of students. Some of the experienced teachers do not agree on this item. Teachers whose experience levels are between the years 6 and 15 mostly agree but some of them were undecided on this issue.

Teachers graduated from faculty of education mostly agree that effective teachers tell a funny story or a joke, play a game when they realize that students get bored. However some of the teachers graduated from other faculties do not agree on this item.

While some of the teachers graduated from faculty of education do not agree that effective teachers treat students fairly, most of the teachers graduated from other faculties agree on this item.

Similarly, some of the teachers graduated from faculty of education do not agree that effective teachers explain the subject matter again and again when the students cannot understand, teachers graduated from other faculties all agree on this item.

In general, teachers tend to perceive effective teachers to be those persons who have field knowledge, communicate clearly, differentiate teaching according to levels of students and allow student participation during class. They tend to give less importance to the characteristics related with teacher-student relations, motivating students and managing the class.

5.2 Conclusions

One of the aims of this study was to reveal the dimensions of the effective teacher characteristics from the perspectives of students and which dimensions were given the most importance. According to the results the students perceived the effective teacher characteristics with respect to teacher-student relations; personality traits and in-class behavior; teaching ability; motivating personality; professional demeanor; classroom management and feedback & evaluation. The examinations of rotated

factor solutions showed that these perceived dimensions were grouped meaningfully in terms of content and relevant with the literature.

The results also showed that students give the most importance to two of the dimensions which are 'teaching ability' and 'personality traits and in-class behavior' supporting the literature on this issue (Bain, 2004; Beyhan, 1994; Brown, 2004; Dorhout, 1983; Feldman, 1996; Koutsoulis, 2003; Peacock, 2006; Scriven, 1994).

Other dimensions that they gave importance were 'relations with students', 'feedback and evaluation', 'professional demeanor', 'classroom management' and 'motivating personality', respectively. Generally, these findings were consistent with literature (Cruickshank Jenkins & Metcalf, 2003; Stronge, 2002; XiounShi, 2005).

It can be concluded from the findings that students mostly agree effective teachers should be calm, patient and knowledgeable about their subject matter at first. They should plan their work and be well organized in class as well as communicate clearly. They should present the subject matter clearly using understandable illustrations and explain the subject matter again and again when the students cannot understand. Moreover, they should allow student participation during teaching serving as a facilitator rather than transmitter of knowledge. They also should allow individual differences using varied teaching techniques.

In general students gave the most importance to the effective teachers' personality traits and in-class behavior and also teaching ability. On the other hand, the data obtained from teachers indicates that teacher tend to give importance to the items related with teaching ability, field knowledge and instructional organization. According to teachers' perspectives effective teachers should have necessary field knowledge at first. In addition to this, they should communicate clearly, differentiate teaching according to levels of students and allow student participation during teaching. They should also plan their work, be well organized in class and attend the class on time. According to the teachers, effective teachers' relations with students are not as important as their teaching ability and field knowledge.

In other words, students agree that effective teachers should both have teaching ability and personality traits appropriate for effective teaching. On the other hand, teachers tend to think field knowledge and ability to transmit this knowledge accurately to students are the most important and enough for being an effective teacher.

5.3 Implications

5.3.1 Implications for practice

In this section in the light of the major findings of the study several suggestions for teachers and educators are offered.

One of the major findings of the study is that students believe the most important dimensions of effective teacher characteristics are teaching ability and personality traits & in-class behavior.

This finding is particularly important because students are the receivers of education and their perceptions about education and how they want to be educated are important. Moreover, they are the ones who spend the most time with teachers and as a result, who have the most interaction with teachers. Because of this they have a perspective about their teachers that no other person has (Brandenburg and Ory, 1984; Follman, 1995). In this case they are the most important stakeholders of the education. Therefore, their perceptions about teachers and teacher characteristics are important. Teachers should consider the students' emphasis on teaching ability and personality traits & in-class behavior dimensions. So, they should not only get enough knowledge about their subject matter but also know the appropriate techniques and methods to transmit this knowledge into students. To achieve this, they should join in-service training programs about their content area and different teaching techniques. The courses on pedagogical knowledge should be enlarged in

universities for prospective students. These courses which are given by instructors in universities can be also given to teachers. By this way teachers can remember the information they get during their university years and they can even enlarge their knowledge.

Teachers should also follow the changes in education especially the changes in methods and techniques. Moreover, in order to be sure that every student learns the subject matter, teachers should convey their knowledge appropriately to each student's level and needs. To realize this, they should establish a rapport with students so that they can get information about students' current needs, abilities and level of knowledge (Fitch, 1997).

Moreover, it is found out in this study that while students give importance to personality traits dimension, teachers do not. They emphasize on having field knowledge and teaching ability. Teachers should become aware of the importance of personality characteristics. With respect to the items that are related with 'personality traits' dimension in the questionnaire, these traits can be listed as being kind and smiling; patient and calm and not getting angry easily. Teachers should take these traits into consideration and try to adopt themselves to these characteristics. Furthermore, for university education, apprentice teachers should be selected with respect to their personality characteristics; whether their traits appropriate to be effective teachers.

Pre-service education of the teachers on the other hand should involve not only pedagogical training and field education but also should involve training programs that are related with affective domains. Affective domain includes individual's beliefs, attitudes and emotions. Many prospective teachers' attitudes and emotions about learning and teaching are first formulated during their time as students and it is one of the roles of the teacher education programs to reshape these beliefs (Green, 1971, cited in Liljedahl, 2005, p.1). Because of this and the students' perceptions on effective teachers' personality traits, these programs should train prospective

teachers affectively. To achieve this, these teachers can be involved in apprenticeship programs during which they have emotional experiences. In the light of their experiences, they can be instructed about how they should behave in the situations they experienced. According to Lijedahl (2005) during education in the faculties prospective teachers should be challenged to make explicit their ideas on teaching & learning and their problems should be solved in group environments. During the courses the participants should be submerged into a problem solving environment so that their beliefs and attitudes will be positively changed.

On the other hand, education faculties of the universities should have courses about effective teacher characteristics concerning the dimensions found in this study and other researches in literature. The curriculum of the teacher training programs should include course objectives that aim to enable prospective teachers to gain these characteristics for being effective. Moreover, prospective teachers should be familiar with the dimensions ‘personality traits’, ‘relations with students’, ‘teaching ability’, ‘motivating personality’, ‘professional demeanor’, ‘classroom management’ and ‘feedback and evaluation’. They should be given information about the multidimensionality of the effective teacher characteristics and the content of each dimension.

Moreover, Newell says “teaching is fundamentally a social activity – staff need high levels of social and emotional skills to do their job effectively, and having higher levels makes the job more enjoyable and manageable” (2008, p.2). Because of this, universities who have education faculties should give importance to social activities. By this way the prospective teachers as university students should have chances to join different social activities. These students should be socialized so that they learn how to understand the feelings of the people using empathy and also how to communicate with them easily. They can learn to be kind and smiling; patient and calm and not to get angry easily that are necessary for being effective teachers.

On the other hand, for the teachers in primary schools, in-service training programs on effective teacher characteristics should be organized so that the teachers are informed about characteristics of effective teachers and students perspectives about these characteristics. By this way, teachers can get knowledge about how they can be effective teachers and to what kind of characteristics that students give importance.

5.3.2 Implications for further research

The present study has aimed to investigate the differences between the perceptions of teachers and students by inferential methods, however this could not be realized because the small sample size of the teachers cause the factors not to be grouped meaningfully. As a result, the questionnaires that the teachers applied couldn't be analyzed by using inferential statistical techniques. The next step might be submitting the questionnaire to a large number of teachers and students and analyzing the results with inferential techniques.

In this study opinions of students and teachers were investigated. As an important element of primary education parents and administrators could be included in further research. In addition to the questionnaire, interviews could be conducted so that the results are supported and the findings would be validated.

In this study only public primary schools were included however further research could be done in private schools. The same study could be conducted both in private and primary schools so that the parents and students of these schools could be compared.

This study could be specified and search only for the personality traits of effective teachers. By this way personality traits of effective teachers could be found out from the perspectives of students and teachers.

This study was limited to the primary schools of the province of Afyonkarahisar. Further research could be done with several other provinces and metropolitans with random and large samples so that the generalizability of the study could be achieved.

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APPENDICES

Appendix A

ÖĞRETMEN ÖZELLİKLERİ ANKETİ

Değerli Öğrenciler,

Bu araştırma iyi bir öğretmenin özelliklerinin neler olduğu hakkında öğretmenlerin ve öğrencilerin görüşlerinin belirlenmesini amaçlamaktadır. Elde edilecek olan bilgiler sadece araştırma amacıyla kullanılacaktır ve araştırmacının kendisi tarafından incelenecektir.

Anket formuna adınızı yazmanız gerekmemektedir. Soruları yanıtlarken göstereceğiniz dikkat, samimiyet ve sabır, var olan durumun olduğu gibi ortaya konulması açısından önemlidir. Bu nedenle lütfen formdaki hiçbir soruyu yanıtsız bırakmayınız.

Katkılarınızdan dolayı şimdiden teşekkür ederim.

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Bölüm 1:

Kişisel Bilgiler

Bu bölümde kişisel bilgilerinize ilişkin sorular yer almaktadır. Size en uygun olan kutucuğa X işareti koyarak ya da istenilen bilgiyi bırakılan boşluğa yazarak cevaplayınız.

1. Cinsiyetiniz: K E
2. Okulunuzun adı? _____
3. Sınıfınız: _____
4. Genellikle hangi notları alıyorsunuz?
 - 5 (beş)
 - 5 ve 4 (beş ve dört)
 - 4 (dört)
 - 4 ve 3 (dört ve üç)
 - 3 (üç)
 - 3 ve 2 (üç ve iki)
 - 2 (iki)

- 2 ve 1 (iki ve bir)
 1 (bir)
5. Annenizin eğitim durumu?
 Okur-yazar değil
 Okur-yazar ama bir okul bitirmedi
 İlkokul mezunu (5 yıllık)
 Ortaokul mezunu
 Lise mezunu
 Üniversite mezunu
 Diğer.....
6. Babanızın eğitim durumu?
 Okur-yazar değil
 Okur-yazar ama bir okul bitirmedi
 İlkokul mezunu (5 yıllık)
 Ortaokul mezunu
 Lise mezunu
 Üniversite mezunu
 Diğer.....

Bölüm 2:
Görüşler

Bu bölümde yer alan ifadelerde görüşünüzü yuvarlak kutucukları doldurarak belirtebilirsiniz. (Lütfen her ifade için sadece bir kutucuk doldurunuz)

Bence iyi bir öğretmen:	Kesinlikle	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle	Katılmıyorum
	Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Katılıyorum	Katılmıyorum
1- Hem sınıf içinde öğrencilerle iyi ilişki kurabilen öğretmendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Sınıftaki herkese eşit olarak söz hakkı verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- Her öğrenciye dersi sevdirebilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- Öğrencilerine arkadaş gibi davranır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- Öğrencilerin her türlü problemlerini çözmede onlara yardımcı olur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6- Öğrencilerinin güvenini kazanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- Öğrencilerini hiçbir zaman haksız yere yargılamaz.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bence iyi bir öğretmen:	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
8- Güler yüzlü ve sevecendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- Öğrencilerini notla tehdit etmez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10- Öğrencilerinin sıkıldığını fark ettiğinde fıkra anlatır, oyun oynatır veya espri yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11- Her öğrencinin yeterince çalışırsa başaracağına inanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12- Öğrencilerin başarılı olabilmeleri için velilerle iletişim kurar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13- Başarısız öğrencileri dışlamaz/ hor görmez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14- Öğrencilerin güçlü yönlerini farkına varmalarını sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15- Bütün öğrencilere eşit davranır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16- Değişimlere ayak uydurur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17- Derslerde teknolojiyi (bilgisayar, tepegöz vb.) kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18- Derse zamanında girer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19- Sakin ve sabırlıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20- Öğrenci velileri ile eğitim-öğretimi daha etkili hale getirmek için işbirliği yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21- Okuldaki diğer öğretmenler ile işbirliği yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22- Öğrencilerin yaratıcı düşünme gücünü geliştirmeye çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23- Denetleyen değil yol gösteren/ rehberlik eden bir öğretmendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24- Öğrencilerin konuları anlaması için anlaşılır açıklamalar yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25- Anlaşılır bir ses tonuyla konuşur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bence iyi bir öğretmen:	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
26- Dersi sürekli kendisi anlatmaz, öğrencilerin katılımını sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27- Derste değişik materyaller kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28- Ders anlatırken öğrencilerin seviyelerine inebilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29- Alanında yeterli bilgi sahibidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30- Öğrencilerini iyi tanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31- Her öğrencilerin farklı yollardan öğrendiğinin farkındadır ve bu yolların hepsini kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32- Öğrenciler anlamadığında tekrar tekrar konuyu anlatır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33- Öğrencilerin her sorusunu cevaplar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34- Derse planlı programlı bir şekilde hazırlanarak gelir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35- Gerekğinde öğrencilerine ceza verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36- Sınıf-içi-disiplini kolaylıkla sağlayabilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37- Sınıf-içi kurallar koyar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38- Koyduğu kuralların gerekçesini öğrencilerine bildirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39- Öğrencilerin kendi fikirlerini söylemelerine izin verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40- Her öğrencinin kişiliğine saygı gösterir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41- Ceza vermeden veya yargılamadan önce öğrencisini dinler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42- Sınav sonuçlarını en kısa zamanda öğrenciye bildirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43- Sınav sonucunda öğrencilerin eksikliklerini görmelerini sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44- Öğrencilerin başarılarını över.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45- Her öğrenilen konunun ardından öğrencilere anlayıp anlamadıklarını sorar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

ÖĞRETMEN ÖZELLİKLERİ ANKETİ

Sevgili MESLEKTAŞIM,

Bu araştırma iyi bir öğretmenin özelliklerinin neler olduğu hakkında öğretmenlerin ve öğrencilerin görüşlerinin belirlenmesini amaçlamaktadır. Elde edilen bilgiler sadece araştırma amacıyla kullanılacaktır ve araştırmacının kendisi tarafından incelenecektir.

Anket formuna adınızı yazmanız gerekmemektedir. Soruları yanıtlarken göstereceğiniz dikkat, samimiyet ve sabır, var olan durumun olduğu gibi ortaya konulması açısından önemlidir. Bu nedenle lütfen formdaki hiçbir soruyu yanıtsız bırakmayınız. Katkılarınız için teşekkür ederim.

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Bölüm 1:

Kişisel Bilgiler

Bu bölümde kişisel bilgilerinize ilişkin sorular yer almaktadır. Size en uygun olan kutucuğa X işareti koyarak ya da istenilen bilgiyi bırakılan boşluğa yazarak cevaplayınız.

1. Cinsiyetiniz: K E
2. Mezun olduğunuz Üniversite (yazınız)
3. Mezun olduğunuz Fakülte (yazınız).....
4. Mezun olduğunuz Bölüm (yazınız).....
5. Branşınız (yazınız).....
6. Hizmet yılınız

Bölüm 2:**Görüşler**

Bu bölümde yer alan ifadelerde görüşünüzü yuvarlak kutucukları doldurarak belirtebilirsiniz. (Lütfen her ifade için sadece bir kutucuk doldurunuz)

Bence iyi bir öğretmen:	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1- Hem sınıf içinde öğrencilerle iyi ilişki kurabilen öğretmendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Sınıftaki herkese eşit olarak söz hakkı verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- Her öğrenciye dersi sevdirebilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- Öğrencilerine arkadaş gibi davranır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- Öğrencilerin her türlü problemlerini çözmede onlara yardımcı olur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6- Öğrencilerinin güvenini kazanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- Öğrencilerini hiçbir zaman haksız yere yargılamaz.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8- Güler yüzlü ve sevecendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- Öğrencilerini notla tehdit etmez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10- Öğrencilerinin sıkıldığını fark ettiğinde fıkra anlatır, oyun oynatır veya espri yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11- Her öğrencinin yeterince çalışırsa başaracağına inanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12- Öğrencilerin başarılı olabilmeleri için velilerle iletişim kurar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13- Başarısız öğrencileri dışlamaz/ hor görmez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14- Öğrencilerin güçlü yönlerini farkına varmalarını sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15- Bütün öğrencilere eşit davranır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16- Değişimlere ayak uydurur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bence iyi bir öğretmen:	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
17- Derslerde teknolojiyi (bilgisayar, tepegöz vb.) kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18- Derse zamanında girer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19- Sakin ve sabırlıdır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20- Öğrenci velileri ile eğitim-öğretimi daha etkili hale getirmek için işbirliği yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21- Okuldaki diğer öğretmenler ile işbirliği yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22- Öğrencilerin yaratıcı düşünme gücünü geliştirmeye çalışır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23- Denetleyen değil yol gösteren/ rehberlik eden bir öğretmendir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24- Öğrencilerin konuları anlaması için anlaşılır açıklamalar yapar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25- Anlaşılır bir ses tonuyla konuşur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26- Dersi sürekli kendisi anlatmaz, öğrencilerin katılımını sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27- Derste değişik materyaller kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28- Ders anlatırken öğrencilerin seviyelerine inebilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29- Alanında yeterli bilgi sahibidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30- Öğrencilerini iyi tanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31- Her öğrencilerin farklı yollardan öğrendiğinin farkındadır ve bu yolların hepsini kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32- Öğrenciler anlamadığında tekrar tekrar konuyu anlatır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33- Öğrencilerin her sorusunu cevaplar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34- Derse planlı programlı bir şekilde hazırlanarak gelir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35- Gerektiğinde öğrencilerine ceza verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bence iyi bir öğretmen:	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
36- Sınıf-içi-disiplini kolaylıkla sağlayabilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37- Sınıf-içi kurallar koyar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38- Koyduğu kuralların gerekçesini öğrencilerine bildirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39- Öğrencilerin kendi fikirlerini söylemelerine izin verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40- Her öğrencinin kişiliğine saygı gösterir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41- Ceza vermeden veya yargılamadan önce öğrencisini dinler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42- Sınav sonuçlarını en kısa zamanda öğrenciye bildirir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43- Sınav sonucunda öğrencilerin eksikliklerini görmelerini sağlar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44- Öğrencilerin başarılarını över.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45- Her öğrenilen konunun ardından öğrencilere anlayıp anlamadıklarını sorar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

İyi bir öğretmenin sahip olması gereken özellikler ile ilgili başka belirtmek istedikleriniz varsa yazınız:

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Appendix C

Factor loading obtained via principle component analysis with varimax rotation.

ITEMS	F1	F2	F3	F4	F5	F6	F7	F8
is well organized in class	.666	.150	.104	.168	.019	-.064	.148	.168
respects personality of each student	.643	.227	.134	.211	.100	.031	.165	.039
allows students to defend themselves before punishing or judging them	.634	.184	.189	.041	.203	.157	.067	.087
reports exam results as soon as possible	.623	.068	.099	.023	.174	.133	-.016	.225
presents the subject matter clearly using understandable illustrations	.548	.222	.138	.109	.117	.317	.033	.180
lets students to express their own opinion	.524	.336	.087	.153	.159	.184	.138	-.041
communicates clearly	.493	.209	.159	.234	.142	.286	.031	.242
explains the subject matter again and again when the students cannot understand	.490	.221	.137	.233	.114	.169	.304	-.136
has field knowledge	.480	.318	.037	.399	-.146	.250	.096	.002
serves as a facilitator rather than transmitter of knowledge.	.464	.329	.049	.060	.190	.129	.100	.265
knows his/her students as an individual.	.444	.209	.322	.112	.118	.314	.210	-.186
is calm and patient	.440	.103	.362	.259	.240	.158	-.043	.241
treats students fairly	.438	.410	.247	.293	.219	-.011	.052	.257
tries to enhance students' creativity	.424	.308	.137	.285	.282	.113	.094	.246
answers questions of the students	.399	.212	.252	.212	-.071	.098	.239	-.008
differentiate teaching according to levels of students	.388	.095	.371	.053	.140	.157	.104	.132
maintains equality in student participation	.288	.688	.171	.102	.168	.134	-.027	.028
develops positive relations with students in the classroom	.338	.662	.019	.039	.056	.104	.073	.121

ITEMS	F1	F2	F3	F4	F5	F6	F7	F8
offers help to students in their problems.	.251	.660	.002	.033	.117	.221	.117	-.080
ensures that the students enjoy subject matter.	.100	.641	.328	.106	.035	.097	.142	.277
is friendly.	.068	.596	.239	.135	.160	.086	.105	.050
gains students' trust	.162	.574	.143	.365	.221	.128	.074	.185
demonstrate fairness in his/her relations with students	.314	.507	.366	.200	.158	-.077	.017	.246
is kind and smiling	.122	.485	.275	.180	.078	.273	-.008	.156
does not stigmatize weak students	.122	.206	.634	.225	.069	.124	.017	-.121
does not threaten students with low grades	.232	.263	.590	-.033	.075	-.189	.120	.184
tells a funny story or a joke and plays a game when (s)he realizes that students get bored	.078	.220	.561	-.084	.036	.164	.110	.379
accomodates individual differences between learning skills of students by using all appropriate teaching techinques	.468	.056	.498	.110	.161	.277	.187	-.027
helps students to realize their potential.	.203	.173	.420	.248	.263	.338	.120	.195
attends the class on time	.172	.070	.065	.653	.348	.115	.038	.088
believes that each student will be successful	.184	.324	.137	.613	.144	.015	.140	.067
allows student participation during teaching	.450	.123	.059	.559	-.022	.068	.271	-.020
easily adopts to change.	.140	.228	.250	.354	.255	.298	-.011	.354
cooperates with parents for effective teaching and training	.212	.176	.085	.154	.769	.087	.129	.119
gets in touch with parents for the success of students	.116	.254	.142	.128	.680	.074	.155	.030
collaborates with his/her colleagues	.333	.215	.095	.315	.458	.084	.139	.223

ITEMS	F1	F2	F3	F4	F5	F6	F7	F8
uses praise and encouragement for the success of students	.139	.193	.143	.062	.049	.652	.131	.157
monitors students progress	.372	.295	-.020	.216	.102	.536	.136	.088
allows students to see their mistakes in the exam	.442	.218	.103	-.026	.256	.531	.147	.076
gives punishments when necessary	-.038	-.008	.045	.183	.016	.033	.733	.266
manages the classroom effectively.	.310	.130	.137	.187	.112	.133	.597	.119
establishes classroom rules.	.169	.032	.087	.028	.455	.210	.577	-.041
explains the reason of establishing classroom rules	.310	.225	.087	-.118	.221	.056	.516	-.058
uses technology to enhance instruction	.212	.183	.060	.071	.116	.101	.132	.679
uses various materials in the lessons	.294	.109	.268	.118	.031	.254	.257	.446