



Analysis of Teacher Competency According to Candidate Teachers

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Abstract: Children's education is important for all countries. Teachers are in an important position in the preparation of children for the future. For this reason, teachers must be well trained. The purpose of the research is to determine the positive and negative characteristics of the teacher, the personal and professional characteristics of the teacher and the recommendations. For this purpose, he asked prospective teachers about the personal and professional positive and negative characteristics of his education life. The study group consists of 99 students from Düzce and Uşak Universities. 66 students studying at Düzce and Uşak universities and 25 students who completed the form were taken in writing and interviewed with 8 class teachers. The research used qualitative research methods, document analysis and interview methods. Two different data types were collected and evaluated in the study. The data obtained in written form and obtained from the interviews were analyzed by content analysis. As a result of this research, the characteristics of qualified teachers; field knowledge, counseling, motivation, entertaining teaching and teaching were found. In addition, teachers who threaten students with notes, perform monotonous courses, and distinguish students were found to be inadequate. Teacher candidates should be informed about the characteristics of an effective teacher and it should be emphasized that this is important.

Key Words: Effective teacher, ineffective teacher, student teacher, features of an effective teacher

INTRODUCTION

Education is one of the most important tools that develops communities. Education refers to school, teacher and students. Teacher is the most important element of a school. Teachers help students to achieve desired competency in education. Therefore, teachers develop the future of a society acting as a society engineer. Features, competencies and training of teachers have great importance. The quality of teacher training becomes evident in educational applications and it not only improves the knowledge of the students but also directly shapes their personalities especially on the first years of education (TED, 2009). On the other hand, opinions of educators and researchers on learning and information changes significantly. Correspondingly, different opinions on what students should do and how teachers should teach occur (TED, 2009). In this period, information changes constantly and this change speeds up with technology. Accordingly, teachers and course books are not the initial source to reach the information. The difference in the content, quality and speed of information affect the teaching and learning processes of individuals. Traditional roles of teachers have been replaced by leader teacher roles in recent conditions. Student teachers have to possess sufficient information on Professional and personal features of effective teachers and be qualified with recent changes. Change occurs in each area, therefore educational processes are changing swiftly. Teacher should undertake the responsibility

of guiding, leading and encouraging more students in these conditions (Drucker, P. F., 1994). parents and students demands more from teachers compared to the past. The duties of teachers include guidance to improve students' cognitive skills. Teacher needs to have information about learning process in order to fulfil this duty successfully. The teacher should not act as someone who knows everything and who simply transfers the information to the students. Instead, teacher should share the information, guide the students in the process of obtaining information and seek for advantages to eliminate the deficiencies (Özpolat, T. E. et al., 2015). In this age where the classrooms are equipped with smart boards and many other devices, teachers are expected to have a wide range of multi dimensional behaviours. The behaviours that are expected from teachers can be summed as follows: Giving students willingness and desire to learn (Genç, S.,Z.,2000), guiding students in achieving and using the information (Özden, Y.,1999), raising leaders (Schlechty P.C. 1991), knowing the ways to reward students (Hergüner, G. 1998), providing convenient learning opportunities to each student in accordance with their own learning pace and style (Açıkgöz K. Ü. 1996), encouraging students to develop self-learning skills (Drucker, P. F. 1995) helping students to reach the most successful educational stage in their own capacity (Drucker, P. F., 1995 ; Büyükkaragöz, S.(1990), providing students with problem solving skills (Alkan, C. , 1995), teaching students the ways to reach information sources (Açıkgöz K. Ü. ,1996 ; Drucker, P. F. 1995 ; Büyükkaragöz, S.,1990 ; Alkan, C., 1995; Başar, H. ,1995), focusing on learning by doing and living method (Erkan, S.,1996). A teacher primarily promotes the use of notions/phenomena. By doing so, they facilitate self expression of individuals (Brooks, J. G. Et al., 1993). NBPTS defines the standards of teacher training in USA briefly as follows (NBPTS, 1989 ; Bakioğlu A. et al., 2010) : Teachers should be dedicated to students and their learning processes. Teachers should know which subjects to teach and how to teach them. Teachers are responsible for the learning processes and they should monitor these learning activities. Teachers should reflect on the applications systematically and should take lessons from their experiences. They should be members of learning society. Ministry of National Education in Turkey launched teaching profession overall competence studies. As a result, it was determined that teaching profession overall competences include 6 main competences, 31 sub competences and 223 performance indicators (MEB ,2013). Accordingly, main competence areas are: Personal and Professional values-professional development, knowing the students, teaching and learning process, monitoring and evaluating the improvement, school-parents and society relationships and content and program knowledge. In our age where technology develops rapidly and even kindergarten students use smart devices proficiently, teachers do not have the luxury to fall behind the students. Parents expect their children to get prepared for their future lives fully and to be behaved kindly. Compared to the past, the matter of teacher training has gained more importance. Faculties of Education have great importance in teacher training; therefore, it is necessary to give importance to quality rather than quantity. Institutions that train teachers should include skillful educators. This research aims to determine some teacher features as role models by revealing the positive and negative features that student teachers have encountered so far. It is expected that positive examples would serve as models to student teachers.

The aim of the research is to determine the personally and professionally positive and negative features of teacher models that prospective teachers have encountered so far and to develop suggestions. For this aim, the prospective teachers were asked the personally and professionally positive and negative features of their teachers throughout their educational lives.

2.Method

In the study, qualitative research methods used document analysis and interviewing. In Qualitative research (Yildırım, A. et al., 1999), it is possible to use data collection methods such as interviewing, observation and document analysis in a realistic and holistic manner in the natural environment of the events and perceptions that are used. In order to increase the validity of the research, the interviews were conducted in this study and evaluated in written documents from students.

2.1.Study Group

The study group of the research consists of 99 student teachers from Duzce and Usak Universities. The student teachers include 66 undergraduate students of faculty of education, 25 initial teacher training students and 8 fourth grade students from primary school teaching department. 8 fourth grade student teachers of primary school teaching department in Usak University were interviewed. The student teachers of the study group were chosen by the easily accessible sampling method. Teacher candidates were not separated by age and gender.

2.2.Data Collection Tool

Two different types of data were collected and evaluated in the research. Firstly, the opinions of 99 student teachers about the personal and Professional features of competent and incompetent teachers that they have encountered were obtained in written form. Also, a semi-structured open-ended information and interview form was prepared by the researchers in order to obtain detailed information about the topic. The literature was reviewed and significant concepts related to effective teacher features were established. At the end, a semi-structured form including four open-ended questions was prepared. The questionnaire was sent to 3 lecturers of the field specialist and tested for content and coverage validity. Semi-structured interview form including questions was used in the interview and the interview was recorded with a voice recorder. Each interview lasted approximately 20 minutes. The information was coded (Prospective Teachers, ST1, ST2,...) and computerized directly. Data obtained via written survey and interview were analyzed with content analysis. Findings reached from the data of the survey were given in tables and the findings obtained from the interviews were interpreted below the tables. They were supported by the direct citations.

3. Findings and Interpretations

In the research, the prospective teachers of educational faculty were asked the professional and personal features of the competent and incompetent teachers that they have encountered throughout their educational lives. It was aimed to determine the personal and professional features of teachers. Obtained data were analyzed.

3.1. Findings about positive professional characteristics of teachers

The opinions obtained via written surveys were collected under four titles and the findings were interpreted. The findings of the interviews were given below each section and direct citations were included. First of all, opinions about the features of competent teachers were analyzed, the findings were given in Table 1.

Table 1. *Positive professional features of teachers*

Professional features of competent teachers	f
1-Competent in field information	28
2-Guides students	23
3-Motivates students	18
4- Makes the lesson interesting	11
5-Balances the theory and practice	11
6-Learning based	10
7-Speaks fluently	10
8-Loves the teaching profession	10
9-Open to development and updates	8
10-Endears students to the lesson	6

11-Adjusts the subject to the classroom level	5
12-Applies different methods and techniques	5
13-Leads to learning	5
14-Arranges extracurricular activities	4
15-Does not threatens with low grades	4
16- Starts the lesson on time	4
17-Gets prepared for the lesson	3
18-Teaches entertaining	3
19-Well-disciplined	3

When Table 1 is examined, it is obvious that teachers' professionally positive features are collected under 19 titles. The first place includes field competency and counselling services. The following titles are motivating the students, making the lesson interesting, balancing theory and practice, being learning based, speaking fluently, loving the teaching profession, being open to development and updates, endearing students to the lesson, adjusting the subject to the classroom level, applying different methods and techniques, leading to learning, arranging extracurricular activities, not threatening with low grades, starting the lesson on time, getting prepared for the lesson and teaching entertainingly.

It is seen that the opinions obtained in the interview were similar to these findings. First of all, seven students regarded counselling as a positive professional feature, while five of them gave importance to the professional commitment. Four students pointed out the importance of field competence. Besides, four student teachers stated that teaching entertainingly and cooperating with students are substantial in the classroom. The social activities, communication skills and the world knowledge of teachers were supported by three student teachers separately. Counselling services draws the most of the attention among the other items. On this topic, a student teacher mentioned the features of a teacher that he had encountered:

“He invited us to his room whenever we had a problem. We had the chance to talk person to person and he produced solutions to our problems. I guess he tried to raise conscious individuals as well as teaching the courses (ST6)”. It can be concluded that teachers should act as a school counselor besides being a field teacher. The second opinion suggests that teachers should love their profession. A student teacher expressed his opinions about this topic:

“They should know the importance and requirements of teaching. Teaching profession requires great responsibility. We should be aware that we raise individuals. We cannot underestimate it. Teachers should love the course and field in order to be productive (ST3)”. Accordingly, a teacher should be competent in the field. On this topic, another student teacher stated:

“The teacher had the knowledge about the field and more importantly, he could apply them in the classroom. He could teach the same subject in different methods and ways (ST7)”. The student teacher stated that the field information is one of the main features of a competent teacher. the following opinion included statements on teaching entertainingly. On this point, a student teacher remarked:

“Teacher should make the lesson interesting, manage the classroom successfully and teach differently (ST1)”. Parallel to this opinion, it can be concluded that a teacher should use methods and techniques and should be sufficient in classroom management. The following opinion emphasizes the necessity of cooperation between teacher and students. On this subject, a participant stated:

“He should value the cooperation and create positive atmosphere by building positive relationships students (ST1)”. Students expect teachers to include social activities as well. A student teacher asserted:

“A teacher of mine arranged a social activity in each year. She ensured the participation of all students to the chorus activities and gave responsibilities to the ones who were not fond of music. Everyone liked her (ST4)”. Communication skills are also crucial for teachers. A student teacher noted:

“Communication skills are the most important factor. Communication skills determines the quality of the teacher. They should possess strong communication skills (ST1)”. The student teacher emphasized that teachers should improve themselves on this subject. One of the most important features that teachers should have is good level of world knowledge. On this topic, a student stated:

“A teacher should have wide world knowledge (ST9)”. It is considered that teachers should improve their world knowledge. When the Professional features that teachers should possess are examined according to student teachers’ opinions, it is seen that teachers should counsel students, be committed to the profession, have field information, teach entertainingly and cooperate with the students. Also, teacher should have good communication skills and world knowledge.

3.2. Findings about negative professional characteristics of teachers

The student teachers were asked what the negative Professional features of teachers were and the obtained opinions were analyzed. The findings were given in Table 2.

Table 2. Negative professional features of teachers

Professional features of incompetent teachers
f
1- Teaches monotonously
2- Incompetent in field information
3-Threatens with low grades
4-Unprepared for the lesson
5-Disinclines students from the lesson
6-Focuses merely on the lesson
7-Arrives late to the lesson
8- Punishes the whole classroom
9-Teaching with conventional methods

When the Table 2 is examined, it is seen that the features that teachers should not have have been collected under 9 titles. Teachers that teach monotonously and unpreparedly, have low field competence, threaten with low grades, punish the whole classroom in any occasion and teach with conventional methods are regarded as incompetent teachers.

The opinions of the student teachers were parallel with the results. Firstly, four students regarded punishment as a negative feature while three of them mentioned the dislike of the teaching profession. Also three student teachers stated that threatening with low grades is a feature of incompetent teachers. Two students defined incompetent teachers as the ones who evaluates the students only by their grades. Another

two students remarked that teachers who are lesson oriented are incompetent. While two students considered giving excessive amount of homework as negative, another two students expressed that teachers should not teach monotonously. According to the student teachers participated in the research, punishment takes place on the top of the negative features. On punishment, a student teacher stated:

“Punishment is the first item of negative behaviour. Teacher should not regard punishment as a success. Education cannot occur through punishment (ST3)”. Students think that this behaviour is negative. Incompetent teachers are the ones who do not like their profession. On this topic, a student teacher remarked:

“Our mathematics teacher would not teach at all. He was always late to the lessons and he just dictated particular pages from some book. He always scolded the ones who asked a question (ST8)”. Another opinion about threatening with low grades is as follows:

“I believe that teachers who threaten students with low grades are incompetent in the field (ST2)”. The student teacher claimed that threatening with low grades is a negative feature. Teachers who evaluate the success based merely on the grades are regarded as incompetent. A student teacher mentioned a teacher as follows:

“He evaluated the students only with the examination results. He ignored the unsuccessful students and scolded the whole classroom (ST9)”. According to this opinion, it can be concluded that the students expect to be evaluated not only with their grades but only with their positive behaviours. It is criticized that teachers should not be lesson oriented. A student teacher stated:

“We did not take physical education. We only attended the 23 April activities in the first grade. That is all. I always admired this kind of activities. We took mathematics courses while other classrooms did physical activities. That is why I hated mathematics until high school. Because the mathematics teacher always scolded us when we gave wrong answers. He also hit the male students. Social activities should be improved in order to produce positive behaviours in students (ST4)”. Excessive amount of homework is also considered as a negative behaviour. A student teacher indicated:

“He gave so much homework. We ran the gauntlet when we did not do it. This situation affected our attitude towards the lesson. It decreased our success (ST3)”. The last negative feature is teaching monotonously. A student teacher stated:

“Teachers who teach monotonously and uses a single way of teaching have negative behaviours (ST2)”. When the negative professional features of teachers are evaluated in a general sense, it is obvious that punishment, professional dislike, threatening with low grades, evaluating by the examinations, being lesson oriented, excessive amount of homework and teaching monotonously are the negative professional features.

3.3. Findings of positive personal characteristics of teachers

The prospective teachers were asked what the positive personal features of teachers were and the opinions obtained via written survey were analyzed. They were demonstrated in Table 3.

Table 3. Positive personal features of teachers

Personal features of competent teachers
f

- 1-Smiling face
 - 2-Effective communication
 - 3-Respect to the students
 - 4-Fairness
 - 5-Friendliness
 - 6- Sincereness
 - 7-Care for the students
 - 8-Tolerance
 - 9-Objectivity
 - 10-Helpfulness
 - 11-Understanding
 - 12-Being a role model
 - 13-Humbleness
 - 14-Being democratic
 - 15-Positivity
 - 16-Being disciplined
 - 17-Listening to the students
-

On Table 3, the positive personal features of teachers are collected under 17 titles. First items are having a smiling face, having good communication skills and being respectful to the students. Other positive features are being fair, friendly and sincere, caring for the students and having tolerance. Also understanding, objective and helpful teachers are regarded as competent. Teachers should act as a role model and behave humble. They should listen to the students' needs. They should be democratic and well-disciplined.

When the opinions of student teachers are examined, it can be seen that there are similar results. Three student teachers think that teachers should not discriminate the students and two students think that they need to be understanding. Two student teachers are of the idea that teachers should support the students. Besides, two student teachers support tolerance, two of them support having a smiling face and another two support being respectful to the students. Objectivity, flexibility, self-confidence and democracy were supported by four different student teachers separately. According to the opinions of the student teachers, a teacher should never discriminate the students. on this topic, a student teacher stated:

"I was more willing to take the course of teachers who do not discriminate the students (ST1)". Another opinion is about being understanding. Student teachers remarked that teachers should be understanding. They should support students. A student stated:

"Teachers should support and encourage the students (ST3)". It can be concluded that teachers should make students feel that they are not alone and that they are capable of achieving what they desire. On having tolerance, a student teacher remarked:

"Teacher should have tolerance and should be patient. Teachers should not yell in order to discipline the students (ST1)". A prospective teacher explained:

"I owe my academic success to my high school teacher. she would smile the students and she was candid (ST6)". It is inferred that having a smiling face affects the attitudes of students towards the lesson. Another opinion is about being respectful to the students. a student teacher expressed:

“*The classroom rules should be student oriented. The students should be involved in it. Teachers should avoid insulting behaviours to have attention on themselves (ST1)*”. A student teacher highlighted the importance of respect by stating;

“*A teacher in my high school proved that teachers can earn respect without beating or swearing (ST9)*”. The following opinion is on objectivity, flexibility, self-confidence and democracy. prospective teachers remarked that teachers should be “transparent (ST1)”, “flexible (ST1)”, “self-confident and democratic in the classroom (ST3)”. The last opinion is about being friendly. A prospective teacher explained:

“*They should have a friendly and sincere relationship with the students. they should not act quizzical and critical (ST3)*”. It can be concluded that the positive personal features that the students teachers gave importance are nondiscrimination, understanding, supportiveness, tolerance, smiling face, respectfulness, objectivity, flexibility, self confidence and democracy.

3.4. Findings of negative personal characteristics of teachers

The prospective teachers were asked what the negative personal features of teachers were and the obtained opinions were analyzed. They were demonstrated in Table 4.

Table 4. *Negative personal features of teachers*

Personal features of incompetent teachers
f
1-Insulting the students
2-Discrimination
3-Vulgarity
4- Professional dislike
5-Being disrespectful to the students
6- Sullen face
7-Physical violence
8-Weak communicaton
9-Problematic elocution
10-Authoritative, dominant
11-Prejudiced
12-Aggressive
13-Indifference to the students
14-Selfish
15-Unfair
16-Braggart

When the Table 4 is examined, it is seen that the negative personal features of teachers have been collected under 20 titles. The first item is insulting the student. The negative personal features include discrimination, vulgarism, professional dislike and disrespect to the students. Other negative features are having a sullen face, applying physical violence, having weak communication skills and having problematic elocution. Being authoritative, prejudiced and aggressive are detected in incompetent teachers. They do not have respect for the students. Incompetent teachers are also selfish, unfair and they like to brag about themselves.

Opinions of eight student teachers were parallel with the results. Obtained findings were collected under four titles. Four students claimed that being authoritative was a negative feature. Three students mentioned discrimination and two students stated that being disrespectful was negative. Two of the student teachers regarded physical violence as a negative personal feature. First, being authoritative was explained. A student teacher stated:

“Our mathematics teacher would teach the lesson with a book. In the book, there were the answers of the questions. He did not answer our questions. He did not accept criticism. He always felt that he was perfect and flawless (ST7)”. The second example is about the discrimination. A student teacher explained:

“On the sixth and seventh grades, a teacher of mine discriminated the students. he gave the answers to his favourite student. He gave water breaks for female students and ignored the male ones. I condemned him (ST5)”. On this issue, another student teacher stated:

“Our classroom teacher discriminated us. He had some students and he worked really hard on them. They are very successful now. They study medicine. But he behaved badly to the rest of the classroom. He applied physical violence even to the female students (ST4)”. Another opinion is on respectfulness. A student teacher added:

“Some teachers do not have respect for the students and they ignore the characteristic features of them (ST2)”. Another negative feature is physical violence towards the students. A student stated:

“We had two music teacher in secondary school. I spotted the difference. The first teacher slapped a student who could not sing. It should have been a really bad experience for the student since he was a teenager. It was the worst. I was very affected. I wonder how this students would ever be interested in music again... (ST4)”. The student teacher highlighted that teachers should not use physical violence. The negative personal features of teachers can be concluded as being authoritative, discrimination, being disrespectful and physical violence.

4. Results and Discussion

As a result of this research, it was obtained that the features of competent teachers are field information, counselling, motivating, teaching entertainingly and willingness to teach. In a research that supports the findings of the current one, it was indicated that teachers should have field information, pedagogical knowledge, counselling service training and skills. The research suggests that they should be raised in a way that they should be capable of understanding the education socially and culturally (Kısakürek, M., 2009). In another research, it was stated that as an effective leader, a teacher is aware of the conditions of the students and he teaches according to their developments and personal differences (Can, N. , 2004). In the present research, the negative professional features of teachers include teaching monotonously, being incompetent in the field, threatening with low grades and professional dislike. In the research of Çetin (Çetin, Ş.,2001) , there are similar findings supporting this result. In the research, it was stated that unsuccessful teachers punish any behaviour without totally understanding the situation. One of the reasons why teachers do not like their profession is that they do not choose it willingly in their educational lives. It can be deduced that teachers who chose this profession by necessity do not perform it caressively. In the research, it was demonstrated that one third of teachers did not choose this profession willingly. According to TED Teacher Competency research (2009), %38,8 of the class teachers and %32,2 of the branch teachers chose their professions by necessity.

The positive personal features of teachers include having a smiling face, being fair and understanding, acting friendly, nondiscrimination, having effective communication skills, being respectful to the students and being

sincere. In some parallel research, ideal teacher is defined as the one who gives importance to communication, behaves friendly, teaches in a good quality, makes the lesson interesting, acts as a role model and likes the profession (Gençtürk, E. et al., 2012). Insulting the students, discriminating, using vulgarism, being disrespectful and authoritative and applying physical violence are categorized as negative personal features of teachers. This kind of behaviours have been observed in teachers time to time. Recent research have proven the existence of this situation. In some research, it was found that teachers applied physical violence to the students and that teachers used vulgarism in the classroom. According to “Civil Research in United States of America” in 2011, half of the American families stated that they had experienced this kind of behaviours. Also one-tenth of the families stated that they transferred their children to other schools (Apaydın. Ç. Et al., 2013). Teachers are capable of affecting classroom atmosphere and student behaviours both positively and negatively with the use of their personal features, communication ways, classroom management perceptions, their academic expectations, teaching methods, techniques, strategies, professional complement and field information (Öz, E.Z. ,2012). According to Ozturk (2002), the philosophy and teaching style of the teacher affect the frame of students’ behaviours. For instance, conventional teachers assume that undesired behaviours may occur if they do not constantly control the classroom. Therefore, they are in the tendency to monitor and control the classroom during the lesson. Since the students feel insecure, they develop negative attitudes towards learning and the teacher. The emotional conditions and contentment of the teacher affects any kind of decision in the classroom. If the teacher reflects positive emotions to the students, students are very likely to alter their attitudes. Teacher should encourage positive behaviours and act determinedly in an inappropriate situation (Başar. H. ,2003).

Based on the research results, teachers who have field information, counsel and motivates the students, makes their lesson interesting and perform the profession willingly are regarded as professionally competent. However, teachers who teach monotonously, threaten with low grades, punish the students and teach unwillingly are seen as incompetent ones. Student teachers consider teachers who have a smiling face, act fairly and understandingly, behave friendly, have good communication skills, respect the students as personally competent. These teachers also do not discriminate the students and they are sincere in the classroom. In a research, effective teacher features have been listed as being responsible to the students, caring for their needs and emotions and attempting to understanding the people (Can, N. , 2004). Similar results were obtained in another research. According to Tatar (2008), the immeasurable features of teachers are their ethical characters, sympathy for children, willingness to teach, sensibility, persistence, balance, their self-confidence, empathy skills, energy, patience, their goals, intuition, work ethic and the period they spare for teaching. It was obtained in the present research that teachers who insult and discriminate students, use vulgarism, behave disrespectfully, teach unwillingly, act authoritatively and apply physical violence are regarded as personally incompetent.

With the light of these results, it is suggested that teachers should have field information, counsel and motivate the students, make the lesson interesting, like their profession. They should not teach monotonously, threaten with low grades. They had better use rewarding rather than punishment. Besides, they should be fair, understanding, friendly and sincere. They need to build strong communication, be respectful to the students and be democratic. They should not insult the students and discriminate the students. They should avoid vulgarism in the classroom and disinclude physical violence.

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