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The Portrayal of “Bad” Teacher: A Phenomenological Study of Turkish Trainee Teachers’ Experiences

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Abstract

Aiming to contribute towards building a collective picture of “good” teachers/teaching, the present study investigated Turkish teacher candidates’ (TCs’) perceptions of “bad” teachers/teaching. 182 TCs completing a postgraduate certificate in education in a medium-size university in Turkey participated in the study. The data was collected via an assignment and the participants were asked to provide situational examples of their experiences with their teachers. Stages of Thematic Analysis were followed during the analysis. In relation to “bad” teachers/teaching, around one-fourth of the coded content were grouped under the theme of professional (in)competencies (i.e. insufficient content knowledge), and almost three-fourths within affective qualities theme (i.e. discriminating among students) which indicated the perceived importance the latter played in student learning. The identified categories can be treated as a list of actions that can be avoided by teachers to create a more productive teaching/learning environment. The study concludes that consideration can be given to non-cognitive aspects in creating professional teaching standards and/or criteria during teacher recruitment processes.

Keywords: Bad” teacher; “good” teacher, effective teaching; teacher education, professional (in)competencies, affective qualities.

Introduction

“Student outcomes” is an important factor in achieving societal development (i.e. a more developed economy and a democratic society) that education and schools strive to achieve. In relation to that, the Organization for Economic Cooperation and Development’s [OECD] (2005) comprehensive review of literature has recognized that teacher quality, following student background and abilities, is the second most important factor affecting student success. Similarly, the positive relationship between teacher effects and student learning has been well documented in the literature (i.e. Burroughs et al., 2019; Darling-Hammond, 2000; Hattie, 2009). This underlines the need for quality teaching and teachers.

While quality teaching is interpreted differently in various contexts (Ng, 2015), there seems to be a consensus that quality teaching is provided by good/effective teachers (i.e. Ng, 2015; Stronge et al., 2011). Thus, for a long time, researchers have been interested in finding answers to questions such as: ‘What are the characteristics of “good” teachers?’ (i.e. Coe et al., 2014; Hanushek & Rivkin, 2010; Nussbaum, 1992). Research findings in this respect can be broadly categorized into two overarching themes; a) professional competencies and b) affective qualities (Fajet et al., 2005).

Professional competencies of “good/effective” teachers can be grouped under content and pedagogical content knowledge related factors. Researchers identified sufficient knowledge of the subject matter as part of the content knowledge of “good/effective” teachers (Fajet et al., 2005; Kaur, 2009; Smith & Yasukawa, 2017; Strikwerda-Brown et al., 2008; Witcher et al., 2001). As for pedagogical content knowledge, researchers highlighted various characteristics of “good/effective” teachers such as; 1) an understanding and awareness of students, their needs and differences as well as utilising this information to make content more meaningful and relevant for learners (Murray, 2011; Raufelder et al., 2016; Smith and Yasukawa, 2017; Walker, 2008), 2) maintaining classroom management (Raufelder et al., 2016; Smith and Yasukawa, 2017; Stronge et al., 2011), and 3) professionalism (Coe et al., 2014; Smith & Yasukawa, 2017).

Affective qualities of “good/effective” teachers, on the other hand, can be categorized under two headings; 1) character traits (i.e. being patient, compassionate, and fair; see for example Darling-Hammond, 2000; Strikwerda-Brown et al., 2008; Walker, 2008) and 2) attitudes toward students (i.e. respecting students, appreciating students, and having a positive relationship with students; see for example Fajet et al., 2005; Raufelder et al., 2016; Strikwerda-Brown et al., 2008). The comparison of findings in the related literature reveals an interesting fact; students, in general, valued their teachers’ affective qualities over their professional competencies (i.e. Fajet et al., 2005; Raufelder et al., 2016; Smith & Yasukawa, 2017). In fact, there is also tentative statistical evidence that teachers’ affective qualities (i.e. positive relationship with students) lead to higher student achievement (Stronge et al., 2011).

This brief review on “good/effective” teachers/teaching suggests that while a number of good/effective teacher characteristics seem to be acknowledged across different contexts (i.e. sufficient knowledge of the subject matter; see for example Fajet et al., 2005; Smith and Yasukawa, 2017; Strikwerda-Brown et al., 2008), other characteristics (i.e. ongoing participation in professional development activities; see Coe et al., 2014) does not seem to be present in all contexts. This suggests what is understood by “good/effective” teacher can differ from one context to another and from one country/culture to another. Therefore, “we do not need a picture of ‘the good/effective teacher’ in the singular, but pictures of good teachers in the plural, and good/ effective teaching in the collective sense” (Connell, 2009, p. 226). In fact, one way of contributing to the creation of “good/effective” teaching in the collective sense can be depicting the picture of what being a “good/effective” teacher is not.

Prior to the examination of relevant literature on “bad” teacher/teaching, it is important to clarify what is meant with “bad”. Distinguishing between “good” and “bad” can be problematic since these concepts are relative (“good/bad” according to what?, whom?, or even when?). In fact, such distinctions contribute towards creating a situation where the problems of education are blamed on the teachers, thereby, scapegoating the teachers and preventing the public from focusing on finding solutions to the problems of education (Kumashiro, 2012). Nevertheless, in order to provide a working definition for the study, we have focused on students’ perceptions of “bad” teaching which we described as teacher qualities/ attitudes/ behaviours that are perceived by students to be ineffective for and/or impede their learning. “Student perceptions of their teachers” is the focus since it can affect student engagement (i.e. Havik and Westergard, 2020) and motivation (i.e. Orhan-Özen, 2017) which have direct impact on student outcomes.

The concept of “bad” teacher has not received as much attention by researchers as the “good” teacher (Busler et al., 2017). Research on this topic can be categorized into two overarching themes; a) professional (in)competencies and b) affective qualities. Factors in relation to professional incompetencies include; lack of subject matter knowledge, not being able to engage students, incomprehensible teaching and so on (see Table 1). Factors in relation to the affective qualities theme, on the other hand, include; a) character traits (i.e. being boring and untrustworthy) and b) attitudes towards students (i.e. relational aggression towards students and making students feel embarrassed; see Table 1).

Table 1. Review of literature on 'bad' teacher/teaching

Theme	Sub-Theme	Category	Sub-category
Professional competence	Lack of Content Knowledge		<ul style="list-style-type: none"> Not knowledgeable about subject matter (Busler, et al., 2017; Fajet, et al., 2005; Raufelder, et al., 2016; Suplicz, 2009)
		Lack of awareness and understanding of students	<ul style="list-style-type: none"> Teacher-centred instruction (Raufelder, et al., 2016) Unengaging (Busler, et al., 2017) Unrealistically high expectations from students (Busler, et al., 2017)
	Lack of Pedagogy knowledge		<ul style="list-style-type: none"> Does not utilize multi-method instruction (Fajet, et al., 2005) Incapacity to keep students under control (Raufelder, et al., 2016; Suplicz, 2009) Incomprehensible teaching (Fajet, et al., 2005; Raufelder, et al., 2016; Suplicz, 2009)
		Poor teaching	<ul style="list-style-type: none"> Poor classroom management (Fajet, et al., 2005) Poor time management (Busler, et al., 2017) Unorganized lessons (Busler, et al., 2017; Fajet, et al., 2005; Suplicz, 2009) Unrepresentative assessment (Busler, et al., 2017)
Affective qualities	Character traits	Lack of professionalism	<ul style="list-style-type: none"> Indifferent to the profession, subject, or lesson (Fajet, et al., 2005; Raufelder, et al., 2016; Suplicz, 2009) Unprofessional (Fajet, et al., 2005) Boring and repetitive (Fajet, et al., 2005; Raufelder, et al., 2016; Suplicz, 2009) Inconsistent and untrustworthy (Raufelder, et al., 2016; Strikwerda-Brown, et al., 2008) Inflexible and condescending (Busler, et al., 2017; Fajet, et al., 2005) Not approachable/ personable (Busler, et al., 2017; Fajet, et al., 2005; Raufelder, et al., 2016) Not caring (Busler, et al., 2017; Fajet, et al., 2005) Passive and non-confident (Busler, et al., 2017; Fajet, et al., 2005; Raufelder, et al., 2016) Rude and bad-tempered (Fajet, et al., 2005) Stressed and moody (Suplicz, 2009) Unfair and biased (Raufelder, et al., 2016; Strikwerda-Brown, et al., 2008)
	Attitudes toward students		<ul style="list-style-type: none"> Disrespectful and not interested in learners (Busler, et al., 2017; Fajet, et al., 2005; Strikwerda-Brown, et al., 2008; Suplicz, 2009) Insult students with inappropriate jokes or comments in class (Raufelder, et al., 2016; Strikwerda-Brown, et al., 2008) Lack of interaction and a close relationship with students with students (Busler, et al., 2017; Raufelder, et al., 2016) Make students feel embarrassed (Raufelder, et al., 2016) Relational aggression towards students (Fajet, et al., 2005; Raufelder, et al., 2016)

It can be understood from this review of literature that studies on the concept of “bad” teacher/teaching have mainly been conducted in the United States of America (Busler et al., 2017; Fajet et al., 2005), few in Europe (Raufelder et al., 2016; Suplicz, 2009; in Germany and Hungary respectively) and one in Australia (Strikwerda-Brown et al., 2008). Researchers, nevertheless, state that similar studies should be conducted in different settings and/or contexts. In line with that, to the best of our knowledge, no previous study has investigated the concept of “bad” teacher in Türkiye (a country that is located between Europe and Asia and moulded with both Eastern and Western values). Therefore, the present study aimed to contribute to research in this field by studying the “bad” teacher in the context of Turkey, thereby, supporting and/or challenging findings of previous research in this field. The research question to which an answer was sought was:

What are Turkish trainee teachers’ experiences of “bad” teachers/teaching?

Results of the present study can help corroborate and/or challenge the findings of previous studies, thereby, assisting researchers in reaching a holistic picture of the literature on “good/bad” teachers. Furthermore, different from studies on “good” teachers/teaching, studying the concept of “bad” teachers can offer pre-service and/or in-service teachers a list of actions that can be avoided in their journey towards enhancing their practice and becoming a “good/effective” teacher, which can otherwise be more stressful and/or challenging if they had a “to-do list”. In addition, recruiting participants among TCs was significant in that; asking TCs to report on their past learning experiences provided them with an opportunity to reflect on and develop their inner-criteria towards becoming a “good” teacher, thereby, allowing a certain level of professional development.

Method

A phenomenological design (Cresswell, 2007) was applied in order to reveal teacher candidates’ (TCs’) perceptions of “bad” teachers/teaching. In an effort to prevent researcher effects (i.e. social desirability bias) and reach as many participants as possible, we decided to collect the data via a homework assignment (see details below). This qualitative approach allowed us to interpret participants’ descriptions of their past experiences with their teachers and identify the qualities/behaviours that were perceived to impede/prevent learning

Researcher’s Role and the Research Journey

The foundations for conducting the present study were laid in the Teaching Methods and Principles Module that the lead researcher taught in a postgraduate certificate in education program. He attempted to teach the in-depth relationship between teaching and teachers via metaphors (i.e. not teaching, not presenting information, being a source of motivation for learning, thinking like a philosopher, and creative thinking). He did not focus on knowledge transmission, rote learning or memorization at all. During teaching processes, he witnessed the astonishment of many learners and their astonishment transformed into a deep interest in learning as time passed.

Being a supporter of constructivism, the lead researcher focused on guiding learners to construct new knowledge based on their previous learning experiences and creating links between newly acquired concepts of learning. A specific focus was paid to ensure the development of the cognitive processes that would:

- enrich learners' concept repertoire,
- allow learner independence and sense of responsibility for learning,
- guide learners to collaborate with one another,
- develop learners' problem solving skills,
- allow analytical and critical thinking,
- allow creative, original, and aesthetic thinking, and
- encourage improvisation and role-play skills.

The learners became more engaged in the course as they learned about the different strategies developed by the lead researcher (i.e. red and green chair, tree root, silent actor, little prince chair, empathic sympathy, body im animation) as well as more generic strategies (i.e. fishbone, six thinking hats, and house of quality) that they could use in the future to help their future students (co)construct new knowledge. Thus, the lead researcher attempted to show that being a teacher was more than transmitting knowledge and included; being role model and a source of motivation, having drama skills, being a guide and collaborator, and getting students to think about their own learning. In the end, the reactions he received from the learners made him question what sort of previous learning experiences they might have had. Thus, along with other colleagues, he decided to design the present research focusing on "bad" teacher.

Participants

The participants comprised of 182 TCs completing a postgraduate teaching certificate in education [PGCE] at a medium-size university located in central Anatolia (Türkiye). They were recruited following a convenience sampling strategy and all of them were the students of the lead researcher. 132 of the participants were female and 50 were male, and they studied to get a PGCE in different disciplines as detailed in Table 2. Their age ranged between 22 and 35.

Table 2. *Disciplines for which the participants aimed to complete their PGCE*

Subject Area	N		Subject Area	N	
	Male	Female		Male	Female
Biology	-	8	Philosophy	4	11
Chemistry	-	3	Physics	1	-
Economics	1	1	Physical Education	13	8
History	5	3	Public Administration	2	2
Management	7	20	Theology	6	34
Mathematics	-	3	Tourism	5	7
Nursing	-	11	Turkish Language and Literature	6	21
Total	50	132			

Data Collection Tools and Procedures

In order to depict an overall picture of "bad" teachers/teaching, we wanted to include as many participants as possible. Homework assignment was a viable option especially given the limitations we faced (i.e. time and location limitations due to the fact that most participants travelled from various cities to the university at weekends to attend classes). Colleagues who are expert in collecting qualitative

data were consulted and the following open-ended homework question was formulated: "What are your experiences of "bad" teachers? What behaviours/qualities of your past teachers impeded your learning? Can you provide examples?"

The ethical guidelines set by the American Psychological Association (2017) were followed and there were no anticipated risks of participating in the study. TCs were informed that participation was voluntary and that they did not have to participate or they could withdraw within the two weeks following the assignment submission. In the end, TCs' assignments were anonymized and collated in a research file which consisted of 37.9 k words, making an average assignment 209-word long.

Data Analysis

Thematic Analysis [TA] was utilized to analyse the collected data (Braun & Clarke, 2006). The reasons for selecting TA for the analysis included; its ability to condense large datasets and offer "thick description", and its flexibility. The flexibility of TA allowed for its implementation in the present study both inductively and deductively. In this sense, based on the review of literature, two general themes (professional incompetencies and affective qualities) and their sub-themes (i.e. content knowledge and character traits) were formed deductively. Afterwards, the data were analysed inductively to generate (sub)categories by the first and second authors.

Firstly, the researchers familiarized themselves with the data and then coded the data using content and descriptive analysis techniques (Saldaña, 2013). Afterwards the two researchers met and exchanged information about the generated codes and worked on creating an initial thematic map (see Appendix 1). The researchers read through the extracts again taking the draft thematic map into account and recoded the data. A second meeting took place where the two researchers discussed and further revised the initial thematic map. The two researchers went through the data one last time to ensure no new codes/categories emerged and that data saturation was achieved. Given the amount of data and emerging codes and categories, a third and last meeting was held to discuss merging/ deleting codes and/or categories in an effort to reduce and simplify the findings (Saldaña, 2013).

Trustworthiness

Various strategies were employed in order to establish the trustworthiness of the study (Denzin & Lincoln, 2005). Firstly, in terms of credibility, in an attempt to encourage honest and truthful responses, discussions were held with TCs prior to data collection and they were informed that the responses they provide would contribute towards developing our understanding of "bad" teacher/teaching. The assignment also allowed participants to provide their responses in their own time and in a comfortable way which might not have happened in an interview setting due to researcher effect(s). Participant comments such as the following indicated that rapport was established with them and they provided honest answers:

I want to say that I am grateful for such an assignment. I should add that I have been asking the same question to myself for years now. [...] Thanks to this assignment, I will not only be completing my responsibility as a student, but also I might allow colleagues who read these words to learn from my experiences (P83).

In terms of dependability, the first and second authors -who are experienced in qualitative research- analysed the data and developed themes/categories and extracts representing them.

Afterwards, the third and fourth researchers were provided with a code book and the uncoded extracts (half of the extracts were given to the third and the other half to the fourth researcher), and they were asked to use the code book to label the extracts (see Appendix 2). Inter-coder agreement level following the analyses was calculated as 83 % (209 out of 252 codes) which is considered to be “good” (Miles et al., 2014). It was found that the disagreements mostly resulted from longer extracts of data which were coded for more than one theme. The below quote, for example, was coded for multiple categories such as *not knowing students well enough*, *discriminating among students*, and **problems in preparing teaching materials**:

[...] I can summarize the negative issues in relation to [...] my teachers as following; not giving me the opportunity to speak in the classroom in spite of raising my hand and continuously selecting the same individuals to participate in classroom activities, *not using sentences that would motivate me, looking at me with discouraging mimics, not being able to think that I might get offended*, teaching the lesson to a specific group of students and ignoring the others, and **not being able to make lessons fun by using tools** (P42).

In terms of transferability, details about the themes and categories were provided as well as direct quotations as examples (see Appendix 2). As stated before the data for the study were collected via a homework assignment which became the documents for the analysis stage. Document analysis technique has been criticized for gathering limited or partial data in relation to the research problem, be biased, or not representative. Nevertheless, the researcher in this study aimed to overcome those limitations by; a) focusing the question asked in the homework assignment to enable the collection of relevant data, b) encouraging participants to provide honest and truthful responses to prevent biased responses, and c) including as many participants as possible to create a somewhat representative sample of the teacher candidate population.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Iskenderun Technical University Scientific Research and Ethics Committee

Date of ethical review decision= 04.10.2022

Ethics assessment document issue number= E-22398675-050.02.04-74857

Findings

The themes and categories emerging from the data collected in relation to teacher candidates' (TCs') perceptions of “bad” teacher are presented in this section. Participants' perceptions were broadly categorized into two themes; professional incompetencies and affective qualities (see Figure 1). A striking fact about the results is that the data were predominantly coded under the theme of affective qualities (n=181 out of 252; 72%) and only 71 extracts (28 %) were categorized under professional

(in)competencies. This indicates the importance that participants attached to affective qualities. Additionally, details regarding what each category/theme represented as well as sample extracts are presented in Appendix 2.

Professional Incompetencies

Most of the data coded under this theme were within pedagogical content knowledge (n=67) and the remaining categories were within content knowledge (n=4).

Pedagogy Knowledge Related Factors

The 67 codes within this sub-theme were grouped into five categories; not knowing students well enough (n=17), preventing critical thinking (n=17), following teaching approaches that render students passive (n=7), problems in managing the classroom (n=2), and unprofessional conduct (n=24).

Not knowing students well enough: To begin with, the category of not knowing students well enough included codes such as teachers not being able to pay attention to student readiness, their needs, or individual differences. For example, the extract provided by P77 (see Appendix 2) indicates how participant perceptions of their teachers (i.e. the teacher not being able to take student readiness into account) demotivated them.

Some participants also complained that their teachers did not consider individual differences noting that their teachers “treated all students in the same way” (P148) or they “were not able to discover [students’] skills” (P15). Consequently, it was noted that such teachers were not able to guide students in the general sense and/or in choosing a profession (see Appendix 2).

Preventing critical thinking: A striking finding of the present study was the fact that preventing critical thinking emerged as a category, which indicated participants’ awareness of and the importance they attached to this concept. According to participant responses, teachers prevented critical thinking by following a dogmatic approach (n=8), preventing students from asking questions/making queries (n=7), and preventing the sharing of ideas in the classroom (n=2; see Appendix 2). As exemplified in the below quote, such reported actions can kill students’ curiosity and creativity:

Whenever I went to consult with my teacher regarding my investigations, I was rejected and told to come back another time. This caused me to gradually start wondering about fewer things. The more I thought that I would not be able to go beyond the things I wanted to learn about, the more my enthusiasm to study died out (P125).

Following teaching approaches that render students passive: Another category in relation to preventing critical thinking was noted as following teaching approaches that render students passive. This category included data in relation to how teachers were perceived to follow direct instruction and were reported to be too active in the classroom, thereby, making students become passive recipients of knowledge (sample extracts are presented in Appendix 2).

Problems in managing the classroom: Participant comments also indicated learners felt their learning was negatively affected when teachers were not able to control the classroom (data samples are available in Appendix 2).

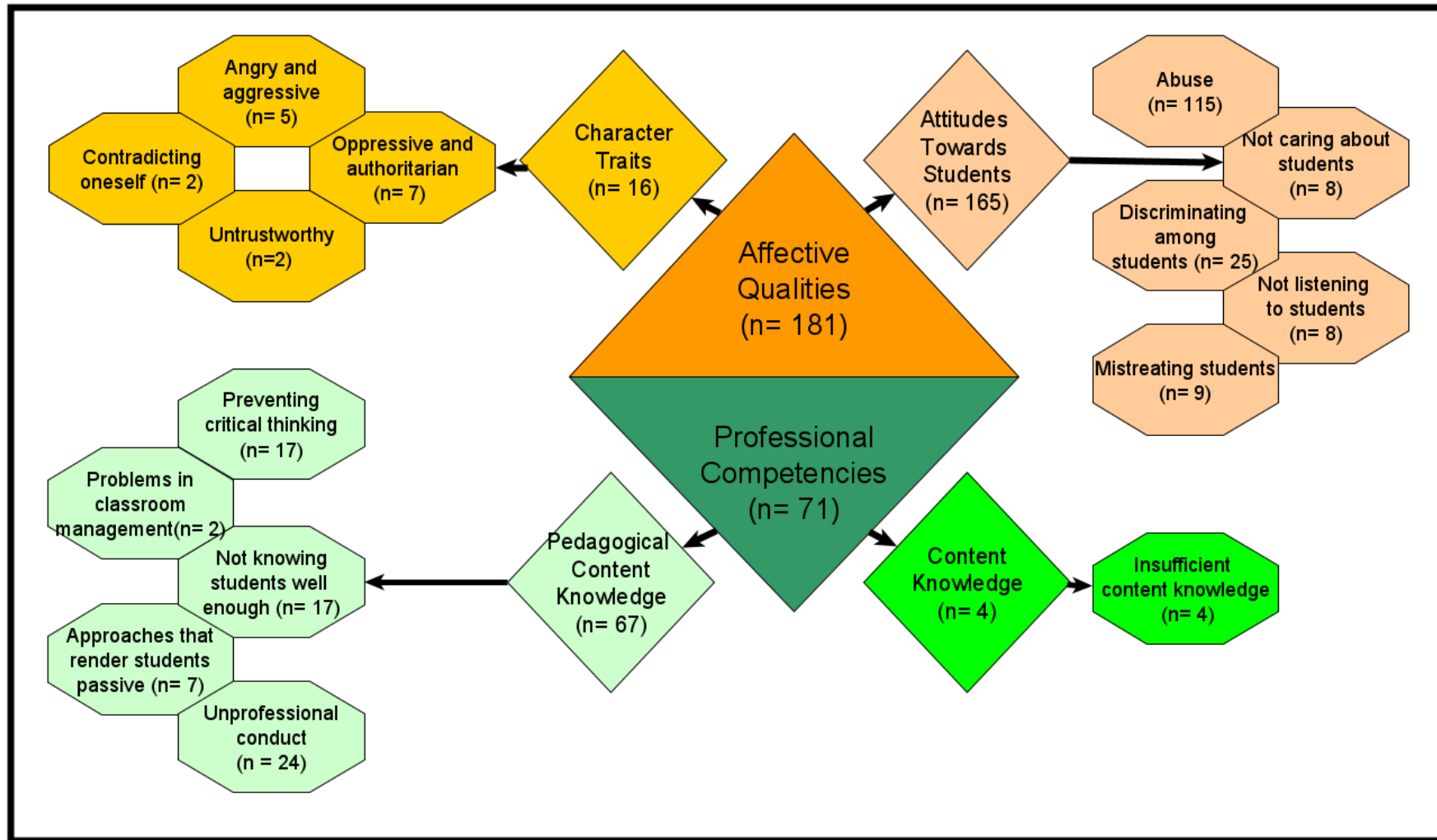


Figure 1. Overview of results

Unprofessional conduct: Unprofessional conduct, in the present study, refers to teachers' conducts that do not pertain to characteristics of teaching, contrary to professional standards/ ethics, or not done with professional competence. In relation to this, the following codes emerged from the data; getting students to prepare for and present lessons (n=2), not enjoying the profession (n=3), not teaching the course content (n=11), taking advantage of students (n=5), and talking about the self (n=3; see Figure 2).

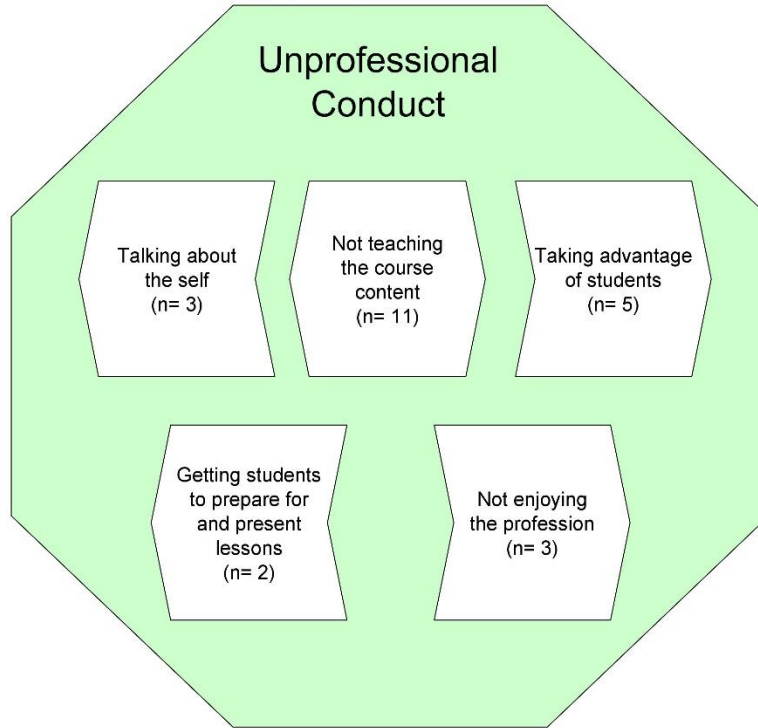


Figure 2. Details of the unprofessional conduct category

The negative outcomes when teachers share their private life experiences and continuously talk about themselves in the classroom were highlighted by participants. Participants also noted that they had teachers who would not teach or only do it for a short period of time during a lesson. Occasions were also reported where teachers assigned their roles to students by getting the students to prepare for and teach the course content. While this indicates a certain amount of agency given to students which can be considered to be positive in certain cases, participant comments (see P129 in the related section in Appendix 2) indicated such experiences were negative since, for example, the comprehension check element of the teaching was missing in the class. In addition, few participants noted that their teachers took advantage of them and used them to provision their personal needs. Last but not least, there were instances where participants noted the negative effects of teachers not enjoying the job they do (see Appendix 2).

Content Knowledge Related Factors

The four codes within this category indicated that the teachers whom were mentioned by the participants were tasked with teaching a subject that was not their area of expertise indicating a problem within the education system rather than the teachers themselves (see Appendix 2).

Affective Qualities

The 181 extracts of the data coded within this theme were categorized as character traits (n=16) and attitudes towards students (n=165). These statistics indicated that the way their teachers treated them mattered more to the students.

Character Traits

The 16 extracts coded within this category made references to the following character traits of teachers; being oppressive and authoritarian (n=10), angry and aggressive (n=7), and untrustworthy (n=2) as well as contradicting oneself (n=2).

Being oppressive and authoritarian: Few students reported that their teachers established “fear-based authority” (P3), pressured students and expected them to “obey the teacher at all times” (P17) which students noted to have prevented them from learning course content (see Appendix 2).

Being angry and aggressive: In relation to being angry and aggressive, P32 explained that “angry and aggressive behaviours” of their mathematics teacher caused them “to experience problems” in mathematics classes and, as a result, P32 noted that they “skipped mathematics questions in the university entrance exam”. Few students mentioned that their confidence in the classroom was negatively affected and their “love for school transformed into hatred” (P47) due to their teachers’ aggressiveness (see Appendix 2).

Being untrustworthy and contradicting oneself: There were also students who implied that their learning was negatively affected when their teachers contradicted themselves or took actions that suggested they cannot be trusted (see Appendix 2).

Attitudes Towards Students

165 extracts were coded within this sub-theme, which indicates the importance TCs attached to how their teachers treated them. Teacher attitudes that participants pointed out included; abusing (n=115), discriminating among (n=25), mistreating (n=9), not caring about (n=8), and not listening to students (n=8).

Abuse: To begin with, participants reported experiencing various forms of teacher abuse (i.e. physical, verbal, and sexual). The consequences of abuse included; loss of self-confidence, emergence of prejudices and loss of interest in and motivation for lessons. As reported by an extreme case, such experiences also caused “unforgettable memories in one’s unconsciousness” (P28). The most common form of abuse that participants reported was verbal abuse which included; offending (n=32), threatening (n=13), shouting at (n=9), and belittling (n=7) students (see Figure 3 and Appendix 2).

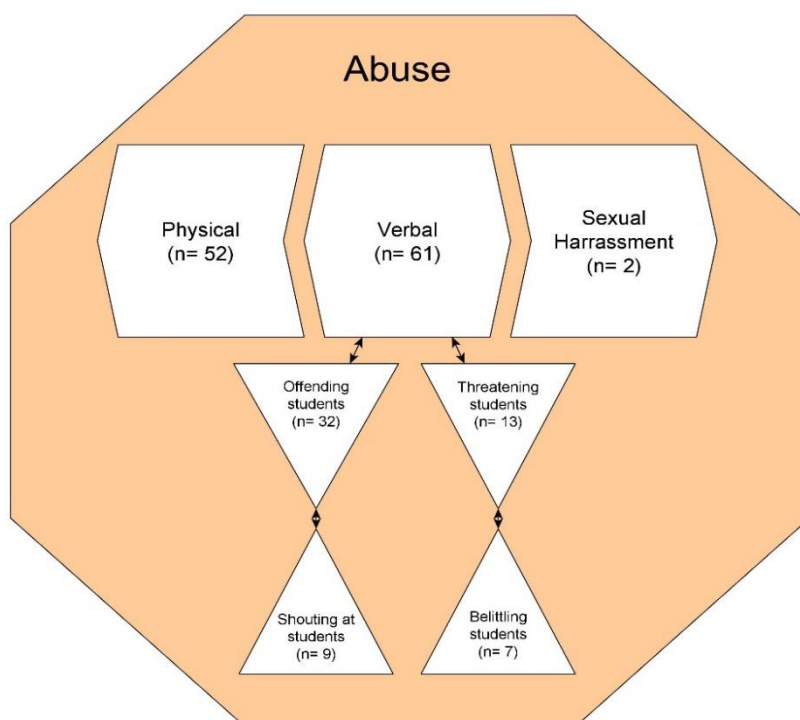


Figure 3. Details of the unprofessional conduct category

Several participants disclosed negative emotions that they experienced following incidents where their teachers shouted at them either in private or in front of peers. TCs also reported that they were threatened (implicitly or explicitly) by their teachers in the past. For example, P81 noted an incident where their teacher threatened students with getting them “to step on a heated wood stove unless they listened to [their teacher]”. In addition, participants noted that their motivation to learn wore off following experiences of being offended or belittled (see Appendix 2).

Physical abuse, which generally was reported as beating, was the second most frequently mentioned form of abuse. And, in few cases, participants reported instances of sexual harassment which was considered as a serious offense. As explained by P58, it is possible that teachers abuse the power relationship between them and students (see Appendix 2)

Discrimination among students: The most common forms of discrimination reported by TCs were; discrimination based on family income levels (n=9), success (n=9), and gender (n=2). To begin with, some participants perceived that their teachers did not pay as much attention to poor students when compared to those who were economically better off. Other participants perceived similar feelings and noted they were discriminated because of not being successful students. And, in few cases, participants (both male and female) referred to gender-based discrimination among students. Whilst a male student felt “negatively affected by their teachers extremely feminist approach” (P135), a female student noted that their teacher “scolded female students when they asked questions”, but “responded rather happily to male students” (P56; also see Appendix 2).

Not caring about students: TCs’ anecdotes (n=8) included incidents indicating that they felt they were not cared for by their teachers because of certain actions that their teachers did or did not do. P164, for example, noted that they did not receive the attention and love that they expected from their teachers (see Appendix 2).

Mistreating students: TCs also highlighted instances (n=9) where they thought they were not treated fairly and their learning was negatively affected by their teachers' such actions. A common example of mistreatment involved students being punished for something that they had not done (see Appendix 2).

Not listening to students: This category is linked to mistreating students in the sense that students felt mistreated because they were misjudged by their teachers without being given a chance to make an explanation and defend themselves (n=8).

Discussion and Conclusion

The aim of the present study was to gather insights into Turkish trainee teachers' perceptions of "bad" teacher qualities/behaviours which negatively affected their learning. Slightly over one-fourth of the data were coded within the theme of professional incompetencies (i.e. not paying attention to student readiness or not considering individual differences whilst teaching). Professional competencies were also highlighted in studies investigating "good/bad" teachers/teaching (Busler et al., 2017; Coe et al., 2014; Murray, 2011; Raufelder et al., 2016; Smith & Yasukawa, 2017; Stronge et al., 2011; Suplicz, 2009). This indicates to be able to teach and facilitate student learning, teachers should appropriately blend content and pedagogy knowledge (Shulman, 1986). It is sensible that teachers cannot be expected to successfully guide students during learning processes unless they have pedagogical content knowledge which allows them to present content to learners based on an understanding of student characteristics and what makes learning easy or difficult for them.

On the other hand, however, almost three-fourths of the data were coded under the theme of affective qualities (i.e. teachers' being oppressive and authoritarian, and discriminating among students) showing the significant role this theme played in participants' learning. Considering the relevant literature, this outcome was not surprising. Previous research has also found that students pay more attention to teachers' character traits and how their teachers approach them (Busler et al., 2017; Fajet et al., 2005; Lupascu et al., 2014; Murray, 2011; Ng, 2015; Raufelder et al., 2016; Smith & Yasukawa, 2017; Strikwerda-Brown et al., 2008; Stronge et al., 2011). The results in this study and related literature suggest that students want to be treated not only as learners but also as individuals who need attention and want to feel appreciated and treated fairly. Participants' motivation to learn a specific subject area and/ or engage in lessons seemed to be negatively affected when they felt they were being belittled, offended, discriminated against, or mistreated by their teachers. This situation, in return, might have decreased their chances of learning content since motivation to learn and engagement in lessons affect student outcomes (Havik & Westergard, 2020; Orhan-Özen, 2017).

These results also indicate that teaching is more than having a qualification or certificate to teach which are generally awarded based on candidates' academic capabilities and content knowledge. The results of the present study suggest that affective qualities of teachers (especially their attitudes towards students) play an important role in teaching/learning processes in the eyes of the learners and, therefore, it can be argued that such qualities should also be considered in forming criteria for accepting teacher candidates into teacher education programs and/or recruiting teachers in schools. This argument is supported by the fact that teacher effectiveness is a multidimensional construct (Harris and Rutledge, 2010) and that countries where students show high performance in international exams such as the Programme for International Student Assessment [PISA] and the Trends in International Mathematics and Science Study [TIMSS] (i.e. Finland and Singapore) are measuring candidates' not only

cognitive but also non-cognitive (i.e. communication, motivation) abilities when recruiting teachers (Klassen & Kim, 2017). Similarly, students achieve better results in countries where components of love and care for students, commitment and dedication to the profession, and collaboration have been integrated into professional standards for teachers (i.e. the case of Hong Kong; Goodwin, 2020).

On a different note, a striking finding in the present study was that teacher candidates (TCs) perceived teacher-centred practices as well as prevention of critical thinking (i.e. preventing students from asking questions) to be detrimental to their learning. This finding supports the idea that participants had the awareness regarding the importance of building learner-centred classroom environments where learners feel safe and can comfortably ask questions in the process of linking prior knowledge with new knowledge (Chin & Osborne, 2008; Koechlin & Zwaan, 2014). In addition, although it was negative, the experience of “bad” teachers (i.e. not being cared about, not being listened to) has the potential towards helping the participating TCs to position themselves as interactive and caring teachers in the future (e.g. Arvaja et al., 2020). As a result, it can be argued that participants are likely to adopt constructivist teaching practices where their students would feel cared for and listened to, and be allowed to inquire and discover knowledge indicating compatibility with the changing teacher roles (i.e. being guides and facilitators of learning) in the 21st century.

Another finding worth discussing is that participants referred to their teachers not enjoying their job and teachers’ unprofessional conduct as a factor negatively affecting their learning. In relation to this, related research underlined motivation and professionalism as important factors contributing to the quality of education (e.g. Korkmazgil & Seferoglu, 2021; Tang et al., 2014). In fact, quantitative research also supports that students’ perceptions of their teachers’ enthusiasm to teach contributes towards their motivation to learn and developing mastery goal orientations (Lazardies et al., 2018). This can be considered as another supporting point for considering teacher candidates’ non-cognitive characteristics (i.e. motivation to teach) as part of the recruitment criteria and/or creating professional standards for teachers.

Based on these findings, the following suggestions are made: 1) teachers and teacher educators alike should be made aware of the importance learners attach to teacher-student relationships and building rapport; 2) the factors identified to be related to “bad” teaching can be treated as a list of actions that should be avoided by teachers; and 3) educational authorities in Turkey and other countries should consider integrating non-cognitive qualities into standards for teachers and/or criteria for entry into the teaching profession and/or teacher training programs.

The present study’s contribution to knowledge lies in the fact that it provides insights into “bad” teachers/teaching in a new context (Türkiye) and the results of the study corroborate the findings of previous case studies on “bad” teachers, thereby, increasing the validity and reliability of both the present and past research. More importantly, however, the study highlights the significance of student perceptions of teachers and how such perceptions can affect their learning processes. This supports the idea that receiving feedback from learners can provide teachers with increased opportunities to develop their own practice (Eriksen et al., 2020). In addition, whilst reaching the standards of “good” teacher/teaching can be challenging and stressful, the present study offers a list of actions that can be avoided by teachers in their journey towards enhancing their practice and becoming a better teacher which can have a direct effect on student outcomes and a country’s economy (Hanushek, 2011).

As in most qualitative studies, the present study is limited in the generalizability of its findings. However, our aim in the present study was not to make generalizations but rather explore and provide a detailed account of how learners perceived their teachers' actions. Another limitation of the study relates to the nature of the study (phenomenology) and the amount of the collected data. Although phenomenology requires the researcher to evaluate the phenomenon under investigation in the context that it occurs, it would not have been feasible in this study to evaluate all the data collected from 182 participants in their own contexts. Nevertheless, considering the emerging data, we believe participants provided honest and truthful responses which the readers can relate to. In the future, nevertheless, researchers can attempt to conduct a meta-synthesis of research on "good" and/or "bad" teachers/teaching. Last but not least, this manuscript was finalized during a time where the world experienced a pandemic due to the Corona-Virus Disease [COVID] which resulted in lockdowns all around the world and education institutions had to move to online environments to prevent breakdown of education. It is likely that as a result of those developments, online teaching will continue gaining attention and become more popular in the future. Thus, future research can investigate student perceptions of "good/bad" teacher/teaching in online venues.

Recommendations

Based on these findings, the following recommendations are proposed:

- 1) Teachers and teacher educators alike should be made aware of the importance learners attach to teacher-student relationships and building rapport;
- 2) The factors identified to be related to "bad" teaching can be treated as a list of actions that should be avoided by teachers;
- 3) Educational authorities in Turkey and other countries should consider integrating non-cognitive qualities into standards for teachers and/or criteria for entry into the teaching profession and/or teacher training programs.

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Author 1: 30%

Author 2: 25%

Author 3: 25%

Author 4: 20%

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“Kötü” Öğretmen Tasviri: Türk Öğretmen Adaylarının Deneyimleri Üzerine Bir Olgubilim Çalışması

Giriş

Öğrencinin nitelikli bir eğitim alarak eğitim sisteminden mezun olması ve donanımlı bir birey olması eğitimin ve okulların başarmaya çalıştığı toplumsal kalkınmanın sağlanmasında önemli bir faktördür. Bununla bağlantılı olarak Ekonomik İşbirliği ve Kalkınma Örgütü'nün (OECD, 2005) kapsamlı alanyazın incelemesi sonucunda öğretmen kalitesinin öğrenci başarısını etkileyen ikinci en önemli faktör olduğu belirtilmiştir. Benzer şekilde, öğretmen etkileri ile öğrenci öğrenmesi arasındaki olumlu ilişki alanyazında güçlü bir biçimde vurgulanmaktadır (Burroughs vd., 2019; Darling-Hammond, 2000; Hattie, 2009). Bu durum kaliteli öğretime ve öğretmenlere olan ihtiyacın altını çizmektedir.

“İyi/etkili” öğretmenlerin mesleki yeterlilikler alan ve pedagojik alan bilgisi başlıkları altında gruplandırılabilir. Araştırmacılar, “iyi/etkili” öğretmenlerin alan bilgisi başlığı altında konu ile ilgili yeterli bilgiye sahip olunması gerektiğini belirtmişlerdir (Fajet vd., 2005; Kaur, 2009; Smith & Yasukawa, 2017; Strikwerda-Brown vd., 2008; Witcher vd., 2001). Pedagojik alan bilgisi bağlamında ise araştırmacılar “iyi/etkili” öğretmenlerin çeşitli özelliklerini öne çıkarmışlardır; 1) öğrencilerin, onların ihtiyaçlarının ve farklılıklarının anlaşılması ve farkındalığının yanı sıra bu bilgilerin, içeriği öğrenciler için daha anlamlı ve alakalı hale getirmek için kullanılması (Murray, 2011; Raufelder vd., 2016; Smith ve Yasukawa, 2017; Walker, 2008) , 2) sınıf yönetimini sürdürebilmek (Raufelder vd., 2016; Smith ve Yasukawa, 2017; Stronge vd., 2011) ve 3) profesyonellik (Coe vd., 2014; Smith & Yasukawa, 2017).

“İyi/etkili” öğretmenlerin duyuşsal nitelikleri ise iki başlık altında toplanabilir; 1) Sabırlı, şefkatli ve adil olmak gibi karakter özellikleri (Darling-Hammond, 2000; Strikwerda-Brown vd., 2008; Walker, 2008) ve 2) öğrencilere saygı duymak, öğrencileri takdir etmek ve öğrencilerle olumlu ilişkiler kurmak gibi öğrencilere karşı tutumlarıdır (Fajet vd., 2005; Raufelder vd., 2016; Strikwerda-Brown vd., 2008). İlgili alanyazındaki bulguların karşılaştırılması ilginç bir gerçeği ortaya koymaktadır; öğrenciler genel

olarak öğretmenlerinin duyuşsal niteliklerine mesleki yeterliliklerinden daha fazla değer vermektedirler (Fajet vd., 2005; Raufelder vd., 2016; Smith & Yasukawa, 2017). Aslında, öğretmenlerin duyuşsal niteliklerinin (örneğin, öğrencilerle olumlu ilişkiler) daha yüksek öğrenci başarısına yol açtığına dair sınırlı istatistiksel kanıtlar da vardır (Stronge vd., 2011).

Bu çalışmanın sonuçları, önceki çalışmaların bulgularını doğrulamaya ve/veya sorgulamaya yardımcı olabilir, böylece araştırmacıların "iyi/kötü" öğretmenlere ilişkin alanyazının bütünsel bir resmine ulaşmalarına yardımcı olabilir. Ayrıca, "iyi" öğretmenler/öğretmenlik üzerine yapılan çalışmalardan farklı olarak, "kötü" öğretmen kavramının incelenmesi, hizmet öncesi ve/veya hizmet içi öğretmenlere, eğitim uygulamalarını geliştirme üzerine ve/veya öğretmen olma yolculuklarında kaçınılabilecekleri bir eylemler listesi sunabilir.

Yöntem

Öğretmen adaylarının (ÖA) "kötü" öğretmen/öğretme algılarını ortaya çıkarmak amacıyla olgubilim deseni (Cresswell, 2007) uygulanmıştır. Yazarlar, araştırmacı etkisini önlemek ve mümkün olduğu kadar çok katılımcıya ulaşmak amacıyla, verileri bir ev ödevi yoluyla toplamaya karar vermiştir. Bu niteliksel yaklaşım, katılımcıların öğretmenleriyle olan geçmiş deneyimlerine ilişkin deneyimlerini yorumlamamıza ve öğrenmeyi geciktirdiği/engellediği düşünülen nitelikleri/davranışları belirlememize olanak sağlamıştır.

Katılımcılar, Türkiye'de bulunan orta ölçekli bir üniversitede formasyon eğitimini tamamlayan 182 öğretmen adayından oluşmaktadır. Katılımcılar kolay örnekleme stratejisi izlenerek seçildiler ve hepsi baş araştırmacının öğrencileriydi. Katılımcıların 132'si kadın, 50'si erkekti. Yaşları ise 22 ile 35 arasında değişmektedir.

"Kötü" öğretmenlerin/öğretmenin genel resmini çizebilmek için mümkün olduğunca çok katılımcı araştırmaya dâhil edildi. Ev ödevi, özellikle karşılaştığımız sınırlamalar göz önüne alındığında (örneğin, çoğu katılımcının hafta sonları derslere katılmak için çeşitli şehirlerden üniversiteye seyahat etmesinden kaynaklanan zaman ve yer sınırlılıkları) dikkate alındığında uygun bir seçenek olarak ortaya çıkmıştır. Nitel veri toplama konusunda uzman meslektaşlarımıza danışılmış ve öneriler sonrası aşağıdaki açık üçlü soru ev ödevi olarak öğrencilere verilmiştir:

"Kötü öğretmenlerle ilgili deneyimleriniz nelerdir? Geçmişteki öğretmenlerinizin hangi davranışları/nitelikleri öğrenmenize engel oldu? Örnek verebilir misiniz?"

Toplanan verilerin analizinde Tematik Analiz kullanılmıştır (Braun & Clarke, 2006). Analiz için tematik analizin seçilmesinin nedenleri arasında; bu yöntemin büyük veri kümelerini yoğunlaştırma ve detaylı açıklama sunma yeteneği ve esnekliği gösterilebilir. Tematik analizin esnekliği, bu çalışmada hem tümevarım hem de tümdengelim yoluyla uygulanmasına olanak sağlamıştır. Bu anlamda alanyazın taramasından yola çıkılarak iki genel tema (mesleki yetersizlikler ve duyuşsal nitelikler) ve bunların alt temaları (ör: alan bilgisi ve karakter özellikleri) tümdengelimsel olarak oluşturulmuştur. Daha sonra veriler birinci ve ikinci yazarlar tarafından tümevarımsal olarak analiz edilerek (alt)kategoriler oluşturulmuştur.

Araştırmanın güvenilirliğini sağlamak için çeşitli stratejiler kullanılmıştır (Denzin & Lincoln, 2005). Öncelikle güvenilirlik açısından, dürüst ve doğru yanıtları teşvik etmek amacıyla, veri toplama öncesinde öğretmen adayları ile görüşmeler yapılmış ve verdikleri yanıtların "kötü"

öğretmen/öğretmenlik anlayışımızı geliştirmeye katkı sağlayacağı konusunda kendilerine bilgi verilmiştir. Bu ödev aynı zamanda katılımcıların yanıtlarını kendi zamanlarında ve rahat bir şekilde vermelerine de olanak tanımıştır.

Bulgular

Öğretmen adaylarının “kötü” öğretmen algılarına ilişkin toplanan verilerden ortaya çıkan tema ve kategoriler bu bölümde sunulmaktadır. Katılımcıların algıları genel olarak iki temaya ayrıldı; mesleki yetersizlikler ve duygusal nitelikler (bkz. Şekil 1). Sonuçlarla ilgili çarpıcı bir gerçek, verilerin ağırlıklı olarak duygusal nitelikler teması altında kodlanmış olması (252 kişiden n=181; %72) ve yalnızca 71 alıntının (%28) mesleki yeterlik/yetersizlikler altında sınıflandırılmış olmasıdır. Bu durum katılımcıların duygusal niteliklere verdikleri önemi göstermektedir. Ayrıca her bir kategori/temanın neyi temsil ettiğine ilişkin ayrıntılar ve örnek alıntılar Ek 2’de sunulmaktadır.

Mesleki yetersizlikler teması altında kodlanan verilerin çoğu pedagojik alan bilgisi (n=67), geri kalan kategoriler ise alan bilgisi (n=4) kapsamındadır. Pedagojik alan bilgisine ilişkin 67 kez kodlama yapılmıştır ve aşağıdaki alt kategoriler oluşturulmuştur; öğrencileri yeterince iyi tanımama (n=17), eleştirel düşünmeyi engelleme (n=17), öğrencileri pasifleştiren öğretim yaklaşımları izleme (n= 7), sınıf yönetiminde sorunlar (n=2) ve meslek dışı davranışlar (n= 24). Alan bilgisiyle ilgili olarak dört kez kodlama yapılmıştır. Bu kategoride yer alan dört kod, öğretmenlerin uzmanlık alanı olmayan dersleri vermelerinden kaynaklandığı anlaşılmıştır ve bu durum öğretmenlerin kendilerinden ziyade eğitim sistemindeki bir soruna işaret etmektedir (bkz. Ek 2).

Duyuşsal nitelikler teması kapsamında kodlanan 181 veri kodlama aşağıdaki alt kategorilerde işlenmiştir: öğretmenin karakter özellikleri (n= 16) ve öğretmenin öğrencilere yönelik tutumları (n= 165) olarak kategorize edilmiştir. Bu istatistikler, öğretmenlerinin onlara nasıl davrandığının öğrenciler için daha önemli olduğunu göstermektedir.

Tartışma ve Sonuç

Bu çalışmanın amacı, Türk öğretmen adaylarının öğrenmelerini olumsuz etkileyen “kötü” öğretmen nitelikleri/davranışları hakkındaki algılarına ilişkin bilgi toplamaktır. Verilerin dörtte birinden biraz fazlası mesleki yetersizlikler (ör: öğrencinin hazır bulunmuşluğunun dikkate alınmaması veya öğretim sırasında bireysel farklılıkların dikkate alınmaması) teması kapsamında kodlanmıştır. Mesleki yeterlikler “iyi/kötü” öğretmen/öğretmenliği araştıran çalışmalarda da vurgulanmıştır (Busler vd., 2017; Coe vd., 2014; Murray, 2011; Raufelder vd., 2016; Smith & Yasukawa, 2017; Stronge vd., 2011;Suplicz, 2009). Öğretmenlerin, öğrenci özelliklerini ve öğrenmeyi onlar için neyin kolaylaştırdığını veya zorlaştırdığını anlayarak öğrencilere içerik sunmalarına olanak tanıyan pedagojik alan bilgisine sahip olmadıkları sürece, öğrenme süreçlerinde öğrencilere başarılı bir şekilde rehberlik etmeleri beklenemez.

Ancak diğer taraftan verilerin neredeyse dörtte üçünün duygusal nitelikler (ör: öğretmenlerin baskıcı ve otoriter olması, öğrenciler arasında ayrımcılık yapması) teması altında kodlanması, bu temanın katılımcıların öğrenmesinde oynadığı önemli rolü göstermektedir. İlgili alanyazın göz önüne alındığında bu sonuç şaşırtıcı değildir. Önceki araştırmalar da öğrencilerin öğretmenlerinin karakter özelliklerine ve öğretmenlerinin onlara nasıl yaklaştığına daha fazla dikkat ettiklerini ortaya koymuştur (Busler vd., 2017; Fajet vd., 2005; Lupascu vd., 2014; Murray, 2011; Ng, 2015; Raufelder vd., 2016; Smith & Yasukawa, 2017; Strikwerda-Brown vd., 2018; Stronge vd., 2011). Bu çalışmanın ve ilgili alanyazınının

sonuçları, öğrencilerin sadece öğrenen olarak değil, aynı zamanda ilgiye ihtiyaç duyan, takdir edildiğini ve adil davranıldığını hissetmek isteyen bireyler olarak muamele görmek istediklerini göstermektedir. Katılımcıların belirli bir konu alanını öğrenme ve/veya derslere katılma motivasyonları, öğretmenleri tarafından küçümsediklerini, kırıldıklarını, ayrımcılığa uğradıklarını veya kötü muameleyle maruz kaldıklarını hissettiklerinde olumsuz etkilendiği görülmektedir. Bu durum ise öğrenme motivasyonu ve derse katılım öğrenci sonuçlarını etkilediğinden içerik öğrenme şanslarını azaltmış olabilir (Havik & Westergard, 2020; Orhan-Özen, 2017).

Tartışmaya değer bir diğer bulgu ise katılımcıların öğretmenlerinin işinden keyif almamalarını ve öğretmenlerin mesleki olmayan davranışlarını öğrenmelerini olumsuz etkileyen bir faktör olarak belirtmeleridir. Bununla bağlantılı olarak ilgili araştırmalar motivasyon ve profesyonelliğin eğitimin kalitesine katkıda bulunan önemli faktörler olduğunu vurgulamıştır (Korkmazgil & Seferoğlu, 2021; Tang vd., 2014). Aslında nicel araştırmalar, öğrencilerin öğretmenlerinin öğretme coşkusuna ilişkin algılarının, öğrenme motivasyonlarına ve ustalık hedefi yönelimlerini geliştirmeye katkıda bulunduğunu da desteklemektedir (Lazardies vd.,2018). Bu durum, öğretmen adaylarının bilişsel olmayan özelliklerinin (öğretme motivasyonu gibi) işe alım kriterlerinin bir parçası olarak dikkate alınması ve/veya öğretmenlere yönelik mesleki standartların oluşturulması açısından bir başka destekleyici nokta olarak değerlendirilebilir.

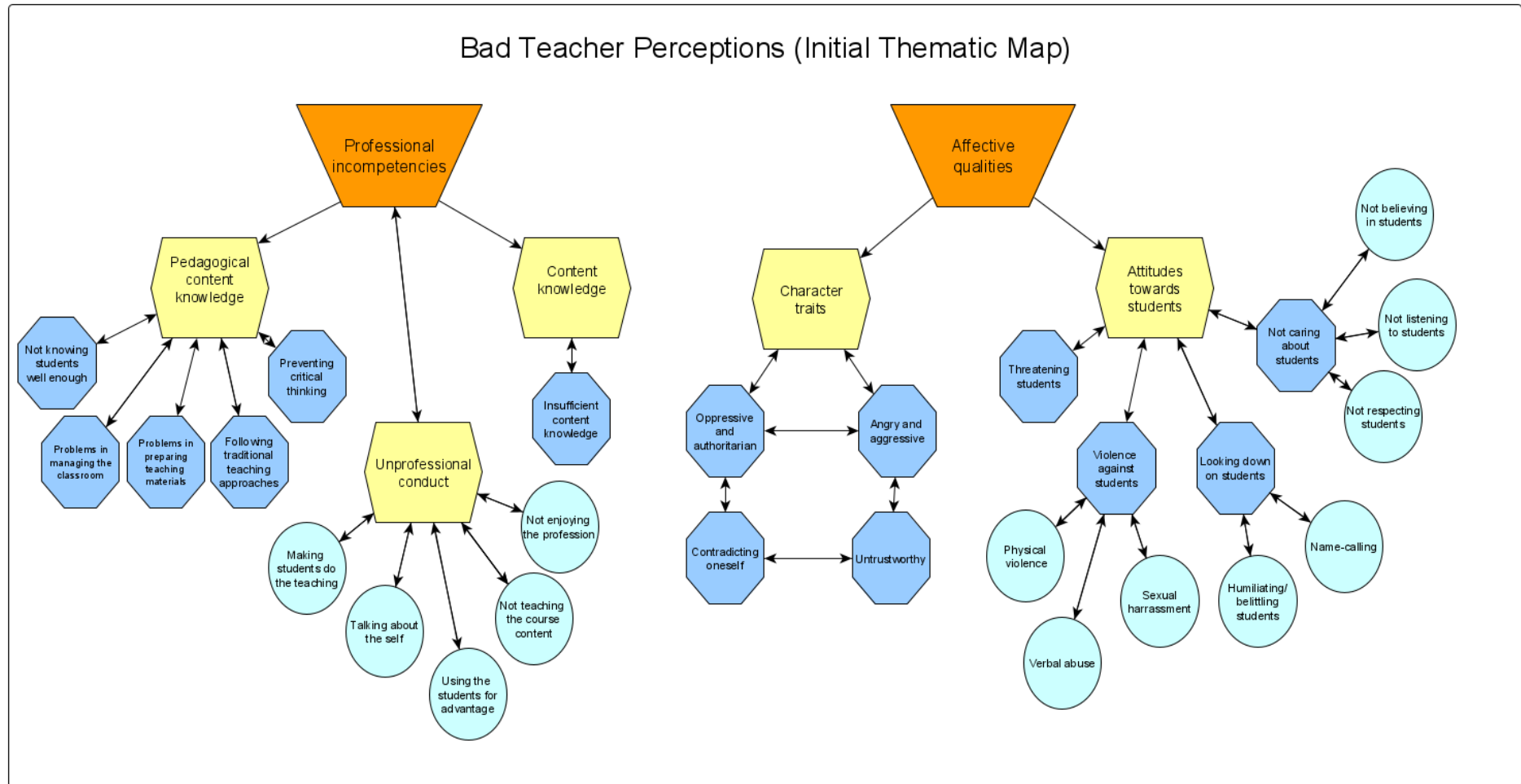
Öneriler

Bu bulgulara dayanarak aşağıdaki önerilerde bulunulmuştur:

- 1) Öğretmenler ve öğretmen eğitimcileri, öğrencilerin öğretmen-öğrenci ilişkilerine ve uyum oluşturmaya verdikleri önem konusunda bilinçlendirilmelidir;
- 2) “Kötü” öğretimle ilişkili olduğu belirlenen faktörler, öğretmenlerin kaçınması gereken eylemler listesi olarak değerlendirilebilir;
- 3) Türkiye ve diğer ülkelerdeki eğitim yetkilileri, bilişsel olmayan nitelikleri öğretmenlere yönelik standartlara ve/veya öğretmenlik mesleğine giriş kriterlerine ve/veya öğretmen yetiştirme programlarına entegre etmeyi düşünmelidir.

Bu çalışmanın bilgiye katkısı, yeni bir bağlamda (Türkiye) “kötü” öğretmenler/öğretme konusunda fikir vermesi ve çalışmanın sonuçlarının, “kötü” öğretmenlere ilişkin daha önceki örnek olay incelemelerinin bulgularını desteklemesi ve dolayısıyla mevcut ve geçmiş araştırmaların geçerliliği ve güvenilirliğini arttırmasıdır. Ancak daha da önemlisi, bu çalışma öğrencilerin öğretmenlere yönelik algılarının önemini ve bu algıların onların öğrenme süreçlerini nasıl etkileyebileceğini vurgulamaktadır. Bu, öğrencilerden geri bildirim almanın öğretmenlere kendi uygulamalarını geliştirme konusunda daha fazla fırsat sağlayabileceği fikrini desteklemektedir (Eriksen vd., 2020).

Appendix 1.



Appendix 2.

Quotations supporting the interpretations from the data

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
Professional (in)competencies	Not knowing students well enough	Not paying attention to student readiness/ skill levels/ needs (n= 12)	Data extracts which indicated students perceived their teachers to not consider and/or pay attention to student characteristics (i.e. individual differences), readiness levels, or needs during teaching/learning processes were coded in this category.	<p>P77- For example, I have witnessed and experienced that our teachers did not teach the lessons at a level that we could understand, they did not empathize with us, they did not take students' readiness levels into account [...] they loaded us with theories without giving us a chance to practice it and these conditions have decreased our motivation to learn.</p> <p>P90- In year one, there was a male student who had difficulty standing still, tore other students' hair and hit them, and did not listen to the lessons. He had encopresis. [...] Rather than trying to teach him or attempting to change his behaviour, [the teacher] insulted him. [The teacher] did not attempt to win him over. I am getting sad as I am writing about this. Labelling a student without doing any research or trying to understand him, or exerting an inhuman behaviour without understanding what is suitable to his level of perception was not a behaviour fitting a teacher.</p> <p>P175- [Teachers] were supposed to pay more attention to lazy and unsuccessful students, get them to participate more in classes, and establish dialogue with them, but they [the less successful students] were the ignored party [in the classroom].</p>
		Not being able to guide students (n= 5)	Data extracts which indicated that students perceived their teachers to be not successful in guiding them towards a future career/study area based on their skills and abilities were coded in this category.	<p>P17- But, throughout my school life, my teachers did not guide me in selecting a profession. This was a big drawback for me during my education.</p> <p>P97- None of our teachers used expressions such as: 'You are more successful in this area; you should try to continue [your education] in that field and you should... or we should try to make up for the areas [of knowledge] you are lacking in'. Now we are aiming to provide our [future] students with better opportunities by using such sentences.</p> <p>P109- But, in our time, services such as counselling, professional guidance, or guidance towards exams were not present. Therefore, I believe we were not appreciated enough and we have lost opportunities. Those who could not afford private tuition entered the OKS [test for student selections into high schools] as if it was just a regular test. Nobody told us about the importance of it.</p>
	Preventing critical thinking	Following a dogmatic approach (n= 8)	Data extracts which indicated that students perceived their teachers to make students accept what s/he taught without	<p>P5- Therefore, in order to prepare for that exam that had "vital" importance, we used to start learning how to become a slave of the [education] system based on rote learning as young as eight/nine years old, three years earlier than it is now. We were confined to test books at an age when a child really wanted to play games.</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
			paying attention to evidence or opinions, and/or to teach in a mechanical way encouraging rote learning/memorization were coded in this category.	<p>P97- Throughout our school life, our teachers tried to mould us to become like them, they did not attempt to utilize our creativity and we have gotten stuck in a mechanized education system.</p> <p>P142- I believe our teachers took away our ability to think critically and independently. In my view, the dominance of a dogmatic approach is the result of both the education system and educators who are not courageous enough to digress from it.</p>
		Preventing students from asking questions/ making queries (n= 7)	Data extracts in which students reported they were not allowed to and/or prevented from asking questions and/or making queries during teaching/learning processes were coded in this category.	<p>P16- Sometimes, I avoid asking what the problems are. Only if I could talk about the questions and problems I have, maybe then, all problems and misunderstandings will be sorted out. However, since the questions to be asked to overcome this problem were not present [cannot be asked], then there were no answers to receive. [...] The teachers who came to the class would only lecture us and go, and they would always have the tendency to shut us down.</p> <p>P75- I can say that our teachers did not attempt to encourage us to ask questions or allow us to make the queries we had in our minds. And I witnessed this causing us to gradually become introverted and experience trust issues with ourselves as well as the teachers.</p> <p>P129- Most of my teachers were against being asked questions during the lesson, maybe they were afraid of not being able to answer questions, but [because of that approach] we could not understand many concepts and, rather than learning them with practice, <i>we only recited enough of them to allow us pass the tests.</i> [The <i>italic</i> part of the extract has also been coded in the category of <i>following a dogmatic approach</i>]</p>
		Preventing the sharing of ideas (n= 2)	Data extracts in which students reported they were not allowed to and/or were prevented from talking to each other to exchange ideas during teaching/learning processes were coded in this category.	<p>P7- For example, in the Imam Hatip [Religious Vocational] School, it was forbidden for us to speak to the opposite gender even though we were all present in the same environment. [...] Now, I realize that I cannot explain myself clearly when talking to men. They prevented us from thinking and speaking freely. Now, whenever I am about to say something with regards to an issue, I start worrying whether what I say may be misunderstood. I think about this even now whilst writing this homework.</p> <p>P18- After that incident [...], I realized that I am not able to express my thoughts and ideas freely in crowded environments and the classroom; I was either afraid of making mistakes or abstained [from speaking].</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)	
	Following teaching approaches that render students passive	(n= 7)	Data extracts which indicated that students were passive recipients of knowledge during teaching/learning processes were coded in this sub-theme.	<p>P80- As soon as the class started, the teacher would start lecturing and continue to do so using the same tone of voice till the school bell rang. As expected from a hardworking student, I used to sit at the very front of the classroom. [However] No matter how hard I tried to follow the lesson, my eyes would start closing.</p> <p>P151- During secondary school years, I had a science teacher who would lecture us as if s/he was reading a novel and then s/he would finish the course.</p> <p>P159- [Referring to an activity where the teacher dictated students to take notes]. For me, this was not any different than being a clerk. Students were not given a chance to think for themselves and evaluate which parts are important for taking notes. I have frequently experienced the negative effects of this during university. You listen to a lecture but cannot decide which parts were important.</p>	
	Problems in managing the classroom	(n= 2)	Data extracts which indicated that students perceived their teachers to be not able to manage and/or control the students in the classroom were coded in this sub-theme.	<p>P80- One day when [the teacher] could not control the classroom, a fight broke out among students. Male students from two different classes got into a clash. We all tried to separate them, but we were frightened when one of the students took out a knife from his pocket. Our teacher was also scared and started crying. S/he ran out of the classroom and locked us in. She went and called the principal. [...] Then, [the principal] got the hold of the student who had a knife and took it away from him.</p> <p>P167- I was disheartened from physics classes which I loved a lot because the physics teacher could not teach the class and was not able to control the students.</p>	
	Unprofessional conduct	Getting students to prepare for and present lessons (n= 2)		Data extracts in which students reported that their teachers assigned the task of presenting lesson content to learners were coded in this category.	<p>P129- ...we also had teachers who wanted us to present the content. They would assign a topic to everyone, ask them to get prepared [to teach it] and then they [the teachers] would sit in a corner and listen to the presenter just like us, and that was it. Whether we learned it [the topic] or whether we learned it correctly was a mystery and, of course, in the end, that topic would be considered as covered and the lesson would be over.</p> <p>P181- [That teacher] would get students to present the lesson content in every lesson s/he taught. [...] S/he would give a plus (+) to the student who presented, but when it was time for exams, nobody would be able to score high.</p>
		Not enjoying the profession (n= 3)		Data extracts in which students did not perceive their teachers to enjoy their profession and/or do it as a means of living	<p>144- I should not forget to mention my mathematics and literature course teachers who taught me what sort of a teacher I should not become, a teacher who does not like his/her profession.</p> <p>P164- . I think the reason for that is because they [the teachers] taught for 'living' not for 'development'. I still believe that most of the teachers have the licence to teach but not the skill. And our country will continue to lose so long as we do not assign this job to those who are competent.</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
			were coded in this category.	P166- There are such teachers who consider the profession as a means of living and who just do the teaching and leave the classroom instead of being patient and making an effort, they are ready to explode like a bomb [indicating anger] instead of showing love and affection. Unfortunately, I met such teachers during my whole education life.
		Not teaching the course content (n= 11)	Data extracts which indicated that students perceived their teachers to not undertake teaching or undertaking it for a limited period of a lesson were coded in this category.	<p>P64- Since our teacher was the wife of an MP candidate, we spent most of the time playing and doing nothing in year one and year two. Our teacher would be on leave every 15 days and would assign a year five student to control us and keep us in the classroom.</p> <p>95- During high school, my class was very crowded and noisy. The teacher used to tell us that s/he would not teach us unless we became quiet. S/he would come to the class, wait, and, when the bell rang, leave without teaching anything. I even had a teacher who slept during the lesson; s/he was quite an old teacher.</p> <p>P101-This teacher would play lottery in the class rather than teaching us content. S/he would write numbers into small pieces of paper, fold them, and ask us to choose from those pieces. Since we were children, we felt that it was a game and we enjoyed it. Everyone was eager to be able to select a piece, but s/he would get angry at us when s/he could not get the expected result from the numbers we selected.</p>
		Taking advantage of students (n= 5)	Data extracts in which students reported that teachers, directly or indirectly, tasked students with duties to provision their personal needs were coded in this category.	<p>P113- [That teacher] would get students to go to the market to buy things such as fruit during the lesson. I believe that I could not receive good tuition because of that teacher and [therefore] my base education in primary school was not strong.</p> <p>P132- In a handicraft lesson, [the teacher] asked us to knit a towel edging, of course, I got help from my mother but still did it myself. To my surprise, [the teacher] was investing in his/her child's wedding [implying that the teacher collected the products from students and took them home]. Other students' mothers brought in very elegant designs. At the end of the academic calendar, our results were announced, my colleagues who had worse scores than me were able to receive certificates of achievement because of the presents [referring to the products made in the handicraft lessons], and cookies and pastries that they got for the teacher.</p> <p>P165- [The teacher] often asked us for things (i.e. clothes, cookies). Because of my teacher, primary school was a nightmare for me.</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
		Talking about the self (n= 3)	Data extracts in which students reported that their teachers talked about matters relating to their personal lives during teaching/learning processes were coded in this category.	<p>P145- When you [the teacher] are in front of your students, you drop all your other identities, and you are only a teacher at that moment. Other identities you may have should only contribute towards benefitting your teaching. Otherwise, you may negatively affect those who are in the pursuit of becoming self-aware and who want to learn from you. My secondary school art teacher was someone like that. She/he used to narrate his/her life to us at such an extent that we would also feel the problems she/he experienced.</p> <p>P147- We had teachers who asked about clusters in exams, but talked about their lives in the classroom.</p> <p>P151- In the traffic lesson, our teacher would often talk about his military service memories, then, laugh at it by himself, and ask us to tell him our fathers' military service memories, it was like a nightmare.</p>
Content knowledge related factors	Insufficient content knowledge	(n= 4)	Data extracts in which students reported that certain subjects were taught by teachers who were not subject matter experts in that particular area were coded in this sub-theme.	<p>P97- Whilst receiving primary education in a small town, we could not learn mathematics, one of the foundation courses that affects our lives as well as exams. The teacher who taught mathematics was not even a mathematics teacher; s/he was specialized in a different subject.</p> <p>P132- I had an English [in primary school] teacher whom I loved very much. S/he was [later on] appointed to another school and left. [...] The religion teacher started coming to English classes. Rather than teaching us English, s/he started getting us to recite sections of the Holy Quran.</p> <p>P151- The physical education teacher taught us geometry, he used to forget about the formulas and ask us [to remind him].</p>
Character traits	Being oppressive and authoritarian	(n= 7)	Data extracts which indicated that students perceived their teachers to be oppressive and authoritarian were coded in this sub-theme.	<p>P17- My teachers who displayed negative behaviours had the perception that they were superior [to us] and felt that they had to be in control. They always expected obedience from the students.</p> <p>P22- I was a primary school student and, during that period, there used to be more crowded classes. Teachers used to practice stricter methods and strategies to establish their authority in the classroom. I could not learn Turkish at all at that time since I was afraid of our Turkish teacher who exaggerated this situation and considered himself/herself as the only leader of the classroom and controlled the classroom with fear.</p> <p>P102- In secondary school, my English teacher dampened my spirit to learn a [foreign] language because of his/her teaching style that is based on strictness, oppression, and rote learning. [The <i>italic</i> part of the extract has also been coded in the <i>Following a dogmatic approach</i> category]</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
	Being angry and aggressive	(n= 5)	Data extracts which indicated that students perceived their teachers to be angry or showing aggression towards students were coded in this sub-theme.	<p>P14- ... then another teacher came, [and] s/he was very angry, s/he used to frequently get angry and shout [...], this behaviour really disturbed me, I used to become nervous when s/he taught.</p> <p>P50- [The teacher] would act aggressively every time s/he came to the class and <i>after 10 minutes of lecturing, s/he would sit down [and do nothing] until the end of the lesson.</i> [The italic part of the extract has also been coded in the <i>Not teaching the course content</i>]</p> <p>P110- Let me start with my primary school years, unfortunately, I never really got to like my primary school teacher. She was a cold and angry woman; <i>she used to beat us with a ruler</i> as a punishment when we got noisy. [The italic part of the extract has also been coded in the <i>Physical abuse</i> category]</p>
	Being untrustworthy	(n= 2)	Data extracts in which students perceived their teachers to be not trustworthy and/or could not keep a secret were coded in this sub-theme.	<p>P111- As for my primary school teacher, [...] I shared my family problems, which my parents advised me not to, with my teacher since I could not carry [the burden of] it due to my age and I asked for help; however, the fact that my parents learned about it [that I talked to my teacher about the problems] has, once again, caused my trust in my teachers to decrease.</p> <p>P8- Another issue was that our teachers were indiscreet. I would not consider myself as someone who shares emotional [problems]. Nevertheless, I forced myself and shared 3 to 5 of the hardships I had with the teacher, but then I realized that the things I told him/her did not stay between us. [...] Why would a teacher do that? After that, I realized that not only I am suffering from a problem, but I also have to deal with the problems caused by sharing my problem. [...] [Afterwards] I started keeping things to myself and trying to solve them by myself.</p>
	Contradicting oneself	(n= 2)	Data extracts in which students perceived that there was a contradiction between what their teachers say and what they [the teachers] do were coded in this sub-theme.	<p>P53- Our teachers often advise us to ask questions if there are any points that we have not understood and they continuously remind us that we can ask questions and that they would answer [our questions] and re-explain the content over and over if necessary. Then, when a student follows this advice and says: 'Teacher! I did not understand that', the teacher starts shouting: 'Dear, what is there not to understand, I am spending all my energy and voice, use your mind a little, will you?' After such an incident, students stop listening to such advice. I have personally experienced this.</p> <p>P71- For example, the fact that a teacher who emphasized the harm of smoking cigarettes would smoke in the school yard during the breaks has taught me that I should transfer my words [arguments] into practice via the way I behave.</p>
Attitudes towards students	Abuse	Verbal abuse (n= 61)	Belittling: Data extracts indicating that students perceived what their teachers said/did to be making them seem	<p><i>Belittling students</i></p> <p>P2- The most important of all, I left my self-confidence back on the desk [indicating the loss of self-confidence]. How? Because of our teachers' attitudes that belittled us and statements such as: "You are a lost case" [...]</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
			<p>little or less were coded in this category. (n= 7)</p> <p>Offending: Data extracts in which students reported that they felt hurt, upset, humiliated, ashamed and/or embarrassed by what their teachers said or did were coded in this category. (n= 32)</p> <p>Shouting: Data extracts in which students reported that their teachers shouted at them were coded in this category. (n= 9)</p> <p>Threatening: Data extracts in which students reported that their teachers implicitly and/or explicitly threatened them (i.e. with giving low marks, harming the students) were coded in this category. (n =13)</p>	<p>P68- I was in the fourth grade, we were in a mathematics class and I was not able to understand a topic that the teacher explained. I raised my hand and asked the teacher to repeat the explanation if possible. The teacher responded: ‘I would be surprised if you did [understand]’ then all students in the class laughed.</p> <p>P69- Some of our teachers used to say things that would damage our self-confidence. For example, they told us things like: “Besides, you will not be able to learn it, but let me teach, at the end of the day, I am getting paid for it”.</p> <p><i>Offending students</i></p> <p>P25- One day, nobody was listening to the teacher in the German lesson. The teacher told us that s/he would not get angry and asked us to give our honest opinion about why we did not listen to him/her. And I asked for permission to speak and communicated the shared idea of the class to him/her. I told him/her that the lesson was not related to [covered in] the YGS [university entrance exam] to be held at the end of the academic year and that there were more important lessons on which we focused. After those words, the German teacher offended me in front of the whole class.</p> <p>P30- Even in the smallest incident in which I was involved, our classroom teacher [...] would humiliate me in front of the whole class. I still remember the cliché statements s/he used: “You are the son/daughter of a teacher; you have to set an example for your friends! If you do it this way, what would not your friends do? [indicating they would do anything]”</p> <p>P40- Our teacher asked us to write a composition and then read them. S/he did not like my composition and offended me by shouting: “Look at his/her composition!” [indicating disappointment] and walking in the class and showing my paper to others. After that day, I have abstained from doing things, writing in the classroom, or asking for permission to speak, and that continued throughout my education life. My teacher broke my confidence [in myself], and I could not get over this.</p> <p><i>Shouting at students</i></p> <p>P28- When a mistake was made, [the teacher] would shout or show the tendency to use <i>violence such as slapping</i>, and this can leave unforgettable memories in one’s unconsciousness. [The <i>italic</i> part of the extract has also been coded in the <i>Physical abuse</i> category]</p> <p>P54- ... unfortunately, I was one minute late to the class because I was praying, and [the teacher] shouted at me in front of the whole class in such a way that I would never forget in my life.</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
				<p>P137- The fact that my teacher scolded me and shouted at me in front of the whole class because I misunderstood the homework and got prepared for the wrong homework has completely erased my self-confidence.</p> <p><i>Threatening students</i></p> <p>P8- [Referring to a teacher's action] Of course, if we had mentioned it to our families, [then] the teacher would have played merry hell with us. We kept quiet since we were afraid of it.</p> <p>P73- During the class, my friend sitting next to me dropped his tasbih, but he was not using it [...] Then the teacher took his tasbih, threw it at his face and said: 'No matter how good you can speak English, even if you are the best in Turkey, you will not be able to pass this lesson'.</p> <p>P81- [The teacher] used to <i>hit students with the stove skewer</i> and threaten students that s/he would get them to step on a heated wood stove unless they [other students] listened to [their teacher]. [The <i>italic</i> part of the extract has also been coded in the <i>Physical abuse</i> category]</p>
		Physical abuse (n= 52)	Data extracts in which students reported that they were slapped, hit with objects, beaten, or given physical harm/discomfort by their teachers were coded in this category.	<p>P20- Mr Aziz, our mathematics teacher, used to randomly select students and ask them about the multiplication table. If he could not get an answer or if he got a wrong answer, he would slap [the student].</p> <p>P67- For example, I had a teacher who hit my head with a pen just because I could not answer a question...</p> <p>P159- Let's move on to the worst; beating. Probably, it is the worst thing that can happen to a student [...] The direness of the situation is clear when you consider the psychology of a student who got beaten. How positive could perceptions of students be of school if they had been beaten in front of the whole class? <u>No student deserves to be beaten no matter what they have done...</u></p>
		Sexual harassment (n= 2)	Data extracts indicating that students perceived their teachers to be sexually harassing/assaulting were coded in this category.	<p>P10- Although it hurts to talk about the bitter truth, I do not mind [telling about] it if it would increase awareness so that others would not need to experience the same things. During year five, <i>we had an aggressive teacher</i>; he had qualities such as sexually harassing female students or beating students, in other words, qualities that an educator should not possess. [The <i>italic</i> part of the extract has also been coded in the <i>Being angry and aggressive</i> category]</p> <p>P58- Our male English teacher in high school used to hug female students, but this was not a compassionate hug like a father. [...] One day, my friend sitting next to me was absent. [...] In that lesson, the teacher touched my hair while passing by and then after going around, he came back and sat next to me. While he was trying to put his arm around me for a hug, I acted quickly</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
				and moved. I told him: 'Never do that again! I am not like other students; it will not end well for you'. His reaction was an ugly smile.
	Discrimination among students	Discrimination among students in general (n= 5)	Data extracts in which students reported that their teachers discriminated among students without specifics to the aspect of discrimination were coded in this category.	<p>P51- ... but this new teacher, in my view, was harsher and someone who discriminated [among students] in the classroom. Therefore, it would not be wrong to say that I did not like him.</p> <p>P66- [My primary school teacher] taught me the basics and I am grateful to him/her for that, but I also have small complaints about him/her; [...] c) to openly discriminate among students [...]</p> <p>P76- The fact that one of our teachers in high school discriminated among students caused me to lose interest in his/her classes and stop liking him/her.</p>
		Discrimination based on family income levels (n= 9)	Data extracts in which students perceived that they were discriminated because of their families' socio-economic levels were coded in this category.	<p>P88- Perhaps because their families were better off financially and their parents were more attentive, some of our friends had shinier hair clips, shoes, and uniforms, and during teaching, those students would receive a more special attention from the teacher.</p> <p>P128-that teacher ignored us, paid more attention to a certain group of students, and, each time, gave responsibilities to students in that [other] group. The teacher behaved that way not because those students were cleverer or skilled, but because their families' income levels were higher.</p> <p>P150- Furthermore, some teachers would discriminate [among students] based on [students'] financial situation. Those days, we were not good [not stable financially], I could not approach the teachers because my school uniform was old. This has always caused me to be shy and timid.</p>
		Discrimination based on success (n= 9)	Data extracts in which students perceived that they were discriminated because of their level of academic success in the classroom were coded in this category.	<p>P89- I was seven years old and, like everyone, I started school with enthusiasm. It had not been even one month since the start of the school when the teacher split the class into two; hardworking and lazy students. [The teacher] made hardworking students read spelling cards and write on the board, but the teacher never paid attention to us.</p> <p>P47- Teacher Ahmet entered the class with a sourpuss face [...] In the question-answer session, rather than being attentive towards everyone, he only focused on successful students.</p> <p>P52- My mathematics teacher can be one of the reasons of this, s/he would discriminate [among students] to such an extent that s/he would tell unsuccessful students to go to one side [of the class] and successful ones to another.</p>
		Discrimination based on gender (n= 2)	Data extracts in which students perceived that they were	P56- [As for] my secondary school teachers' discrimination in the classroom, s/he scolded female students when they asked questions, but, unlike the way females were treated, [the teacher] responded rather happily to male students even if they said something uncalled-for.

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			discriminated because of their gender were coded in this category.	P135- Out teacher was an educator with a strong sense of feminism and I have witnessed this situation to negatively affect male students in classroom environment. [...] To talk on my own behalf, our teacher's feminist views and character created a feeling that I am a nobody and this decreased my interest in classes to the minimum.
	Not caring about students	(n= 8)	Data extracts in which students perceived that there were not cared for and/or paid attention to by their teachers were coded in this sub-theme.	<p>P82- [Referring to being transferred to another school] I was like a fish out of water, I was looking around with blank eyes as if I was lost in that huge school... I am thinking about it, if I were in the teacher's shoes, would I be so disinterested in... Or let me rephrase it, would not I be more attentive of my student who needed attention? Of course, I would. If I had received that attention and care, maybe, I would have become self-confident, been able to more quickly raise my hand [to answer] when my teachers asked a question.</p> <p>P164- During that period [primary school years], a child expects to receive attention, love, and affection. Because it is the first time children leave their families and try to adapt to a new environment. I always expected to receive those from my teacher, but that did not happen. The teacher did not care about the fact that my mother lost her eyesight, got divorced, or that my father was remarried. I do not remember [hearing] any words [from the teacher] indicating attention or love.</p> <p>P175- One of the mistakes that I have observed most teacher made, but which I only realized to be a mistake was that [teachers] did not care for unsuccessful students in classes and were excluding them.</p>

Theme	Sub-theme	Category	Category explanation	Data extract (quotation)
	Mistreating students	(n= 9)	Data extracts in which students perceived that there were mistreated by their teachers and/or punished for something they did not do were coded in this sub-theme.	<p>P12- ... [the teacher] was shouting at everyone to keep quiet. Nevertheless, there were students who continued talking. Me? I was not even talking. In spite of this, however, <i>that teacher came towards me and slapped me in the face</i> saying: 'Why are you talking?'. I was so shocked that I could not even say that I was not the one talking [...]. I was not disrespectful and that should not have happened. [The <i>italic</i> part of the extract has also been coded in the <i>Physical abuse</i> category]</p> <p>P36- Teacher Dilek, one of the classroom teachers in our school, entered the class. She looked around and said: "You!" It was obvious that she made a random selection. I thought that there might be furniture to carry, so I said: "I can help, teacher!" She took me and one of my friends who was introvert to the deputy principal's room. Both of them [the teacher and the deputy principal] started shouting loudly, we were frightened; we had never experienced such a situation before. I asked my teacher about what was happening. S/he accused me of being a sleazebag and offending female students [...]. I was very ashamed. I was not even able to speak because I did not know how I could prove that I was innocent [...]. For the whole duration of a lesson, s/he kept stating that we can never become anyone [useful to] in the society and [...] that we were useless for the society using a high-pitched tone crumbling our self-confidence and opening scars that would never close. It took them several days to understand that we were not the ones involved in the case [about offending female students], and to atone for what they did, they only said that it was not us.</p> <p>P86- [Referring to an incident of misbehaviour] Afterwards, [the teacher] asked me to come to the blackboard and hit my hands with a stick 10 times without asking or <i>listening to what I had to say</i>. The fact that [the teacher] treated me that way really upset me, and whilst being subject to this mistreatment and getting punished, I defended myself saying that I was innocent; it was Kürşat who pushed me. I was really angry. The teacher called Kürşat and hit him five times. However, I was really demotivated because I experienced this kind of treatment when it was really Kürşat who was responsible and because my teacher judged me <i>without even listening to me</i>. [The <i>italic</i> parts of the extract has also been coded in the <i>Not listening to students</i> category]</p>

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	Not listening to students	(n= 8)	Data extracts in which students perceived that there were not listened to by their teachers were coded in this sub-theme.	<p>P14- When the [test] results were announced; <i>the teacher offended me by telling the whole class: 'Your friend [participant's name] is very hardworking; s/he even did the hardest question, [because] s/he cheated'</i>. Even though I tried to explain the situation [that I randomly selected the answer to the most difficult multiple-choice question], the teacher did not listen to or respect me. Next day, I decided to go to the administration and explain it to school managers, but -again- they did not listen. [The <i>italic</i> part of the extract has also been coded in the <i>Offending students</i> category]</p> <p>P106- [During the class], I needed to use the bathroom; I could not go to the bathroom during the break since we were playing games. In addition, since I drank some drinks, I really needed to pee. I raised my hand and told the teacher that I needed to use the bathroom, but my teacher scolded me and asked me to sit down. But I really needed to pee, I realised my hand again; however, the teacher scolded me more harshly this time. I was pushing myself really hard to hold my pee that I had tears all over my face, but I could not hold it any longer, I peed on the desk as the bell for the break rang.</p> <p>P120- Just before sitting down, I asked for a spare lead [for the clutch pencil] from my friend, but the class was noisy and my friend threw the lead box towards me. [The teacher] suddenly started shouting: "What is your name?" I told my name and [the teacher] added: "Do not you have manners? What is that move?" I answered: "Pardon me teacher, but what does it have to do with manners? I only asked for a spare lead from my friend". She did not even listen to me. <i>S/he asked me to tell my number, which I did. S/he asked for a pen and the class became quiet. S/he wrote zero [next to my name as a classroom performance grade] and showed it to the whole class adding: "Next time, you will be quiet in my class"</i>. [The <i>italic</i> part of the extract has also been coded in the <i>Mistreating students</i> category]</p>