

Behaviors of Teachers to Recognize the Student

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ABSTRACT Continuation of educational activities in a classroom is based on the academic improvement of the teacher and the student relationship. The student recognition principle lies in the basis of the relationship between the teacher and the class of students with different characteristics. To recognize individual differences in education, to detect these differences, and to organize appropriate instructional experiences are inevitable prerequisites for teaching. The purpose of student recognition is an important requirement for the detailed knowledge of the student's interests, needs, expectations, personal and social aspects, strengths and weaknesses, and the environment he or she has grown. In this study, the researcher introduces teachers' views about their roles to recognize students, to reveal the status of teachers in terms of student recognition. According to research results, 56.7% of classroom teachers think student recognition is quite important; 68.3% know every aspect of their students; but 54.2% believe they know the student recognition techniques partially.

INTRODUCTION

An effective education depends on the experiences in a process resulting in desired academic outcomes with the organic unity of the teacher and the student. The main duty of the teacher in this process is making necessary arrangements and instructions for student learning. However, simply transferring the information or following the current plan is not sufficient for a student-centered learning; the teacher needs to recognize the student. How well the teacher knows the student, the student's perception of teaching and learning, his/her interests and expectations, and his/her level of readiness will take an active role in determining the approach to student's learning (Cakmak 2000; Seferoglu 2004; Ergun 1999; Demirbolat 2000; Senturk et al. 2008; Aral et al. 2000). Each student is different from the other in many aspects. Each student has a different intelligence, talent, learning style, prior knowledge, and learning motivation.

Creating a broader learning environment by accepting differences as usual will determine the value of the teaching offered to students rather than following a mutual path by combining dif-

ferences in a common denominator. This is the profession and the art way of being teacher. The success of a teacher is about what he or she teaches, how well he or she relates to the students, how well the teacher knows his/her students and to what extent he/she gives place to their expectations. A course that does not take into account the individual knowledge of the student, without observing the student's cognitive and sensual readiness, and without determining the flow chart of the course remains incomplete.

The duty of the teacher is to create an environment in which each student of any group reaches his or her own range of benefits and guides students to learn. The basis for effective learning, as described by the constructivist sense, is using students to facilitate their learning. A good teacher knows how students learn, contributes to the information processing pathways, and supports the personal development of students for effective teaching (Demirbolat 2000; Bayindir 2010; Kahyaoglu and Yangin 2007; Aksoy and Diken 2009; Celikten and Can 2003; Celikten et al. 2005; Seferoglu 2004; Kuzgun 2003).

It is not expected that the teacher who is responsible for the students' needs in all areas could give the content of the course to the students at the same level, to the same age group, with the same activities and with the same method-technique equally. Reasons arise from individual differences that necessitate the education difference. These factors are students with

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different socio-cultural levels and different growth features, detecting and responding differently to different teaching contents, giving different attitudes towards learning and teachers. According to these differences, based on the student and his or her environment, the teacher should know the student well, consider and prepare a learning environment taking into account all variables that may affect a student's learning. Therefore, a teacher should arrange his or her teaching style on the basis of student according to the student's status. A teacher must have certain qualifications in this area to recognize the developmental characteristics of students, their interests and needs, and their level of academic development. These competencies are determined by recognition of the student in every respect and recognition techniques.

Recognition of the student describes the path the teacher will follow while teaching. The knowledge of the student's features (physical, socio-economic, mental, emotional, and psychological, academic, etc.) will contribute to the creation of learning experiences in a planned way, because, to see the opportunities that the student has, pre-determination of his or her behaviors, to know and to use his/her talents are required for guiding the student. Student recognition means knowing which characteristics are necessary for the academic life the student has and to what extent. In addition, the recognition of the student will serve as reference to the new training experiences (Yesilyaprak et al. 1996; Ultanir 2003; Kuzgun and Deryakulu 2004; Basar 2001; Ozguven 1998; Yaman 2006; Cakmak et al. 2008; Yesilyurt and Cankaya 2008).

How much accurate information the teacher knows about the students in the class will guide the teacher to follow a more appropriate path in his or her decisions and teaching experiences. Because the starting point for teaching and learning activities is not what the teacher wants or not where he or she begins, it is what students know and what they need. The teacher should be able to monitor the differences among students on a subject. To do this, the teacher must gather the necessary information to recognize the student and correctly interpret this information which should be used in place of their formal education lives. The purpose of this study is to determine the behaviors of teachers to recognize students.

METHODOLOGY

The research is in scan type which is trying to explain and describe the current situation. The sample of the study covers classroom teachers who worked in primary schools in Kutahya during the academic year of 2011-2012. The research is limited to 120 classroom teachers and their views. The theoretical basis is introduced and the current situation is described with a literature review about student recognition. Additionally in Turkey have found that there is lack of research on student recognition, especially in primary schools. The experts have examined the validity of the purpose and scope of the questionnaire about teachers' views on the behavior of classroom teachers to recognize students and it is determined appropriate. While developing the questionnaire, the researchers partly, utilized the work of the Ministry of Education about teacher qualifications in recognition of the student. The reliability coefficient of the questionnaire is evaluated as 0.88. After the implementation of the data collection tool used in this study, questions were transferred to Excel. In the first stage, the level of teachers' belief in the importance of recognizing students, whether teachers recognize their students or not, and whether teachers know student recognition techniques are studied; then, the relationship between the teacher and variables in recognition of the student was established.

FINDINGS

The results about the teachers' views on the behavior of classroom teachers to recognize students are given in Tables 1-5. Table 1 represent that 56.7% of the 120 classroom teachers participating in the study think that student recognition is very important. From Table 2 it is observed

Table 1: Importance of student recognition

	<i>Frequ- ency</i>	<i>Perce- ntage</i>	<i>Aver- age</i>	<i>S. Devia- tion</i>
Very important	68	56.7	1.94	1.31
Important	20	16.7		
Partially-important	13	10.8		
Less important	9	7.5		
Unimportant	10	8.3		
Total	120	100		

Table 2: The situation that the teacher knows every aspect of students

	<i>Frequ- ency</i>	<i>Percen- tage</i>	<i>Aver- age</i>	<i>S. Devia- tion</i>
Yes	82	68.3	1.31	0.46
No	38	31.7		
Total	120	100		

Table 3: The situation that the teacher knows student recognition techniques

	<i>Frequ- ency</i>	<i>Percen- tage</i>	<i>Aver- age</i>	<i>S. Devia- tion</i>
Fully knows	21	17.5	2.93	1.13
Knows	6	5.0		
Partially knows	65	54.2		
Does not know	16	13.3		
Nothing known	12	10		
Total	120	100		

that 68.3% of classroom teachers think that they know every aspect of their students. Only 31.7% of the teachers expressed the opinion that they do not recognize every aspect. Table 3 shows that 54.2% of primary school teachers' think that they know students recognition techniques partially. Table 4 reveals that 10% of them expressed the opinion that they know nothing about student recognition techniques.

According to the results of the t-test (Table 5), teachers who have adequate knowledge of the students call them by their names, know developmental characteristics of children of primary school age, and have information about the student's physical development and health status.

According to the variance analysis of differentiations on the status of the teacher about student recognition techniques, teachers who do not know student recognition techniques do not know the principles of development; teachers who know the student recognition techniques call students with their names; teachers who know nothing about student recognition techniques do not know the information about the student's intellectual development and academic status; and teachers who do not know student recognition techniques do not set his or her teaching style according to the interests and needs of students.

DISCUSSION

In order to plan and organize the students' academic experiences, knowing students is an important process. Because it is necessary to identify and interpret their behaviors in educational environments. In this study, 56.7% of the teachers stated that knowing students is very crucial. The study of Sezer and Isgör (2010) not only to realize the importance of knowing students but also realizing the reproducibility of the process is critical.

Teachers stated that they know their students with the percentage of 68.3%. However, the study of Aktepe (2005) found that due to the developing characteristics such that body measurements, physiological measurements, motor skills, sensory and perceptual characteristics, cognitive skills, it is impossible to know a student completely. It is also important to realize how critical the measurement of individuals' differences and deciding on criteria are. This aspect and the finding of 68.3% of teachers' knowing their students are parallel.

Table 4: Differentiations on the status of the teacher about student recognition

<i>Items</i>	<i>Level</i>	<i>Frequency</i>	<i>Average</i>	<i>Ss</i>	<i>t</i>	<i>sd</i>	<i>p</i>
I know developmental characteristics of primary school students	Yes	82	2.29	1.13	3.03	118	0.003
	No	38	1.63				
I call students with their names	Yes	82	2.76	1.31	2.30	118	0.023
	No	38	2.16	1.38			
I know physical development and health status of the student	Yes	82	1.63	0.92	2.12	118	0.036
	No	38	1.29	0.56			
I can guess behavior of the student to events	Yes	82	2.57	1.43	2.39	118	0.018
	No	38	3.26	1.55			
I know that each student has individual differences	Yes	82	2.96	1.52	3.18	118	0.002
	No	38	2.03		1.44		
Total		120					

Table 5: Differentiations on the status of the teacher about student recognition techniques

Items	Level	N	Average	S. Deviation	Levene	sd	p
I do not know principles of development.	Fully knows	21	1.81	0.92	4.35	4.115	0.03
	Knows	6	1.33	0.51			
	Partially knows	65	2.51	1.16			
	Does not know	16	4	1.41			
	Nothing known	12	3.58	0.51			
	Total	120	2.63	1.30			
I call the student with name	Fully knows	21	3.29	1.70	9.80	4.115	0.00
	Knows	6	4.50	0.54			
	Partially knows	65	2	1.13			
	Does not know	16	2.56	0.72			
	Nothing known	12	1.25	0.45			
	Total	120	2.35	1.36			
I do not know the information about the student's intellectual development and academic status	Fully knows	21	1.86	0.91	14.47	4.115	0.00
	Knows	6	1.50	0.54			
	Partially knows	65	2.68	1.70			
	Does not know	16	2.56	1.78			
	Nothing known	12	3.92	1.16			
	Total	120	2.58	1.60			
I do not set my teaching style according to the interests and needs of students	Fully knows	21	2	1.09	3.822	4.115	0.09
	Knows	6	2	0.89			
	Partially knows	65	3.18	1.57			
	Does not know	16	3.63	1.45			
	Nothing known	12	3.50	0.67			
	Total	120	3.01	1.48			
	Total	82	3.80	0.94			
			Sum of squares	Df	Mean square	F	Sig.
I do not know principles of development	Between groups		66.132	4	16.533	13.80	.000*
	Within groups		137.734	115	1.198		
	Total		203.867	119			
I call the student with name	Between groups		69.327	4	17.332	13.11	.000*
	Within groups		151.973	115	1.322		
	Total		221.300	119			
I do not know the information about the student's intellectual development and academic status	Between groups		40.026	4	10.006	4.30	.003*
	Within groups		267.141	115	2.323		
	Total		307.167	119			
I do not set my teaching style according to the interests and needs of students	Between groups		38.457	4	9.61	4.96	.001*
	Within groups		222.535	115	1.93		
	Total		260.992	119			

p* < 0.01

In the present study 54.2% of the teachers stated that they somewhat know how to get to know students' techniques. It indicates that teachers somewhat follow scientific procedures when they get to know their students. Once again, teachers not to know the developmental principles and age duties and call them with their names is parallel to findings of the study. Because calling the students with their names is the first step of knowing a student. Knowing the students social, cultural, physical and psychological conditions are at higher steps of teaching complicated skills and solving these problems.

CONCLUSION

To educate students with the targeted and observed behavior is possible by knowing their developmental characteristics and needs of these features. No matter at what level and where, to know the status of the child's educational development, interests, needs, abilities and environmental conditions and to have an idea about the problems they are facing with are essential for planning and performing their education and training life. In this study, the behaviors of classroom teachers to recognize students were investigated. Accordingly, 56.7% of the classroom

teachers think that student recognition is very important, 68.3% knew every aspect of their own students, but 54.2% believe that they know the student recognition techniques partially.

Teachers with adequate knowledge of the students and competency in student recognition techniques call their students with names, know developmental characteristics of primary school age children, and pay attention to the information about the student's physical development and health status and are aware of individual differences. However, teachers who do not know the student recognition techniques do not know the principles of student development and do not know the information about the student's intellectual development and academic status so they do not set their teaching style according to the interests and needs of students.

According to the results, teacher candidates, as well as teachers, should realize the importance of student recognition, courses about student recognition techniques, briefings, brochures, workshops should be done, the scope and the quality of counseling services should be extended, teacher training educations should have better conditions for student recognition, especially counseling professionals should be in some courses, candidates and teachers' communication with the school and students should be improved, academic publications to understand better children's perceptions and their academic identities should be followed and teachers should approach to students professionally.

RECOMMENDATIONS

The importance of knowing students has to be taught to teachers both in undergraduate and in-service. Teachers should know the how to get to know students techniques both theoretically and practically and they have to be trained about new and revised techniques. This training should be an perpetual program to teach which techniques are useful on which concepts. Teachers should know how to keep records of students systematically, to organize such information objectively and pass them to higher grades as well as to adapt this as a corporative structure.

There should be a program where teachers get to know how to use personal data of students, how to use these data to organize learning environments, and how to interpret and apply such data in different situations.

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APPENDIX

Primary Teachers Behaviors during Student Recognition Survey

1. How important it is to get to know a student?
Very important () important () somewhat important () nor so important () unimportant ()
2. Do you know your students enough?
Yes () No ()
3. What is your level with regard to student recognition techniques?
I know all () I know () I know partially () I do not know () I do not know at all ()

Items

1. I know the principles of development
2. I know the developmental characteristics of primary level children
3. I know that each student has individual differences
4. I call the student by his or her name
5. I adapt my teaching to student's learning style
6. I construct my teaching based on student's readiness level.
7. I determine students' talents and interests
8. I do not have knowledge about students' cognitive development and academic status
9. I do not utilize students' prior knowledge when I plan my teaching
10. I know the necessity of cooperation with parents and other teachers
11. I use observation sheets, screening and transcript forms for both student learning and evaluation.
12. For the education of gifted and special needs students I do not cooperate with the professionals
13. I follow student achievement closely
14. I share the information with regard to progress and development of the students with their families and other concerned parties
15. I guide students while they get to know themselves and their surroundings
16. I choose appropriate tools to evaluate student performances
17. I consider individual differences in the evaluation
18. I evaluate students' success based on their development levels.
19. I investigate the personal files' of the students
20. I keep students personal files updated.
21. I do not arrange my teaching based on students' interests and talents
22. I determine individual characteristics of student's development
23. I provide environment for self-expression.
24. I value student ideas
25. I try to improve student's weak skills
26. I do have knowledge about students' physical development and health conditions.
27. I keep the connection between students' prior knowledge and newly learned materials
28. I do not have knowledge about student social and emotional development
29. I do have knowledge about student behaviors and habits
30. I provide guidance to the student
31. I know the guidance techniques and use them
32. I know student recognition techniques and use them
33. I do not use student recognition and guidance techniques appropriately at the correct time.
34. I based my expectations on student's level of development.
35. I predict student's possible reactions to incidents
36. I support student to express him or herself comfortably
37. I act in a democratic way.
38. I listen to the students with patience and observe them well
39. I gather data regarding the student in different sources
40. I screen student development continuously.