

Efficient Teacher Behavior in Classroom Management According to the Views of Primary School Students

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ABSTRACT The aim of this study is to present students' expectations of lessons in the classroom and their thoughts on what should be the behavior of an effective teacher with their own expressions. The subjects of the study are 24 students from the 6th 7th and 8th grade who go to primary school in the center of Ankara. The data is gathered by interviews, and content analysis technique of qualitative research is also used. When students' perceptions are examined it is seen that students' expectations of effective teacher behaviors are gathered upon three plots as communication-interaction, individual leadership and profession field knowledge. It is seen that students stated 15 items of expectations on communication-interaction aspect, 16 items of expectations on individual leadership, 10 items of expectations of profession field knowledge and 21 items of expectations in the classroom. Finally, it can be said that teachers need to improve themselves in terms of classroom management.

INTRODUCTION

Education is a lifelong activity. In this respect, every step of education from primary school to university is important. Teachers have the obligation of being efficient at every step of education, and with reasons such as learning the basic knowledge and skills, providing a basis for more complex learning and attitude for learning, and also establishing a background for learners to develop a healthy personality, level of efficiency of primary school teachers gains more importance (Saritas 2008).

A teacher has the responsibility to maintain tutorial and administration roles simultaneously in the classroom in harmony. In order for the teacher to gain the expected result of his tutorial role, he needs to display effective classroom management behavior within the administration aspect. Classroom management is defined as establishing classroom rules, providing a suitable classroom environment, managing the teaching and timings efficiently, and developing a positive learning climate by supervising student behaviors (Celik 2009). Classroom management includes methods and processes about creating

and maintaining a flexible classroom environment that allows learners to liberalize intellectually and behaviorally, to improve their self-esteem and critical thinking skills, and it enables instructional purposes to occur accordingly (Girmen et al. 2006).

When defined associated with instruction process, classroom management is eliminating studying obstacles for teachers and learners, appropriate usage of instructional time and having learners actively participate in classroom (Basar 2011). Teachers as classroom managers have an important position in altering undesirable learner behaviors into desired direction (Lyons et al. 2011).

In a classroom it is expected that there is an environment motivating to learn, nice, depending on love and respect and learners enjoy being together and working. Creating such an atmosphere depends on the teacher and his utterances and behaviors in the classroom (Manning and Butcher 2006). A learner can ease gaining and altering behavior by images that are concrete reflections of knowledge and seeing model behaviors. The most accurate model behavior that a learner needs to display should be his teacher's (Basar 2011). Studies on efficiency of classroom management increases learners' performance (Celik 2009; Ozyar 2003; Seferoglu 2003).

Classroom management requires the responsibility of seeing the classroom as whole and,

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managing relationships in the classroom as multidimensional for the teacher. The activities that a teacher needs to maintain in a classroom consist of five dimensions namely, management of the physical conditions, management of the relationships, management of planning-programming activities, behavioral management and time management (Basar 2011). A teacher's display of successful performance on those matters may not only increase the level for learners to gain positive behavior but also increases the efficiency of the teacher from the learner's perspective.

According to Walker (2008), effective teachers know what to teach and how to teach, they have very wide teaching skills and the ability to use them in a timely manner, they adapt an attitude in a way that eases learning, and learners in the classes of such teachers state that they work in a warm and positive environment.

A teacher with efficient skills and knowledge of classroom management can also use classroom materials effectively and recognize and implement the curriculum in a way that can change learner behavior. However, a teacher might face some difficulties while carrying out his basic duties. Among these difficulties, checking students' classroom activities and homework, improving classroom study conditions and diminishing factors that interrupt learning can be listed. The concept of classroom management includes strategies that teachers implement in their classrooms to accomplish all of these (Shechtman and Leichtenritt 2004; Geiger 2000). It can be said that in order for teachers to comprehend and implement all these strategies correctly they need to have some leadership skills.

Leadership gives the teacher the duty of guiding, referring and motivating in teaching-learning process. In order to accomplish this, a teacher needs to realize the problems before they occur, focus on the solution of the problem, and activate the collaborative willpower of the classroom (Aydin 2000; Angelle and DeHart 2011).

It is expected of efficient teachers' activities that go beyond the classroom. They have interaction skills and they adopt behaviors like studying together, democratic acts, education and development. Teachers who create a difference in their schools are also greatly helpful for their learners and other teachers (Starratt 2005; Kasapoglu 2009). For this reason a teacher needs to be satisfying in classroom management. A teacher's performance in classroom management is

significantly important with respect to learner success. Consequently, effective classroom management directly affects the quality of instruction. Classroom management includes all activities around the systematic implementation of guidelines, concepts, models and techniques of all aspects of plans and practices with the aim of carrying out instructional purposes (Agaoglu 2003).

It is definitely possible to define a productive and efficient teacher in many different ways. Determining the productiveness and efficiency of a teacher from the perspective of a primary school learner will contribute to both, stating the expected attitude and behavior of the teacher and revealing learner expectations. An individual at primary school age can form opinions about what kind of a teacher he wants and how should activities in the classroom be organized according to the needs of his own developmental features (Gokce 2002). An efficient teacher, as well as having adequate skills for his field, should also have the skill of knowing his students and realizing their attention and needs. Only in this way a teacher can create learning environments appropriate for the learners' development stages and can contribute to the personal growth of students with effective communication.

METHODOLOGY

In this study, a qualitative research technique in which events, concepts, norms and values are examined with the perception of the participants, and the researcher behaves like a participant is preferred (Ekiz 2009; Isiktekiner and Altun 2011). In the related literature it is seen that there are studies concerning teacher efficiency in classroom management but there are not enough studies concerning learner perceptions about features of an efficient teacher in classroom management.

However, in educational researches, the children's point of view carries great importance (Lewis and Lindsay 2000; McCallum et al. 2000). For this reason, this study is carried out with a descriptive approach with the aim of determining a learner's opinions about effective teacher behavior in classroom management.

In analyzing the gathered data, the "content analysis" technique is used. Data gathered with the interview technique is coded, summarized and interpreted according to the themes emerg-

ing from research questions. Some conclusions were reached at by interpreting data organized within a determined theme and logic. In order to reflect the ideas of the interviewees in a striking way, direct quotations are used as well (Yildirim and Simsek 2005).

Study Group (Participants)

The study is conveyed in a primary school in Ankara with 24 students. In this study, the 8 volunteer participants are picked from 6th, 7th and 8th grade learners in classes that the researcher has taught.

Data Gathering Devices

In this study the semi-structured interview technique is used as a data-gathering device. This technique is neither as fixed as a structured interview nor as flexible as an unstructured interview; it falls between two edges (Karasar 2007; Balci 2004). According to Luft and Roehrig (2007), semi-structured interviews offer an alternative for gathering written information for multiple data gathering devices. Moreover, such a data-gathering device assists the researcher in order to reach the learners' opinions and determine their way of thinking.

Before interview questions were prepared, a national and international literature review on the research subject was done. After determining the subject, the items for the form were stated. The questions that were asked to primary school 6th, 7th and 8th grade students in the study are:

1. What kind of a person do you think a teacher is who creates a good classroom environment and efficient in classroom management?
2. What are your expectations of an efficient teacher regarding the classes?

In order to evaluate the items in terms of the purpose, meaning and content, a faculty member, two school administrators and a primary school inspector were interviewed. After these processes, making use of the information obtained, the form was finalized and interview questions were directed to the participants. The interviews are carried out in the school laboratory after classes in order for learners to express themselves and to make sure that the interviews are not interrupted. The interviews approximately lasted for 15 to 22 minutes and the data is recorded with a voice recorder. But, in cases where the participants stated or implied that the recorder

bothered them, data was recorded written by hand so that there wouldn't be any negativity. Three of the learners stated that they prefer sharing their perspectives in written form, so the forms were handed to them after giving some explanations about the questions in it. There were no statement inconsistencies observed between written statements and verbal ones. The recordings were put into writing and analyzed afterwards.

Procedure

In this study, the data is evaluated by following the steps of content analysis. Content analysis is a scientific research method that is used to deduce meaningfully and valid about texts and contexts they are used within (Krippendorff 2004). Data gathered by interviews are coded, summarized and interpreted according to the themes emerging from the research questions. Some findings were reached by interpreting data that was organized reasonably and clearly within specified themes. Direct quotations were used in order to reflect the participants' perspectives in a striking way (Yildirim and Simsek 2005).

First, each student was given codes during the analysis process and then the analyses were done by evaluating written forms and interview records. Expressions were classified considering the similarities in content in order to state the students' opinions about the qualities of teachers who are efficient in classroom management. Finally, the main themes were reached by giving names to each classification (Patton 2002).

A qualitative researcher performs his research in its natural environment and interprets the incident as in the interpretations of the people who are in it (Creswell 1998; Denzin and Lincoln 2005). Therefore, he can understand the effect that can stem from his own existence and personal perception on data sources. Familiarity in the field of research, getting information directly with face-to-face interviews and in natural environments where the incident happens, increasing the number of the observations, in other words, increasing the time that he spends in the environment where the observation takes place, and being able to go back to the field so that obtained findings can be confirmed, and having the opportunity to gather additional information will decrease the initial effect of the researcher on the environment observed and the people in it, the observed process will go back to its natural environment as the duration and the number of the observa-

tions increase (Yildirim and Simsek 2005). The researcher was able to communicate directly to the participants and observe them in the same environment for a year as a teacher. In this way, he had a chance to have a longtime interaction with the data sources.

In order to provide the internal validity, the data obtained from the students' views about the qualities of an efficient teacher was coded and later the codes were supported with direct quotations. To provide the consistency in the findings, the consistency of the concepts that form the themes were evaluated among themselves and the other themes, and tested if they created a meaningful whole or not. The findings were evaluated with the students participating in the study and positive comments were made. In order to provide the external validity, data gathering, application and analysis process, in other words the details of the research process were explained. The meanings of the findings and the realities in the application were reached by comparing them to literature. Necessary explanations were made in detail to test the research with the other ones. Students whose opinions were taken were interviewed again and findings were confirmed by sharing them. The help of an academic, two principals and a primary auditor were used for the research. Although many qualitative researches were built on purposeful sampling, the participants were chosen for the sample from the students on a voluntary basis because determining the sample by chance makes the mistakes that stem from the researcher's inefficiency during the choosing of the sample (Shenton 2004).

In order to ensure credibility of the study, with the aim of confirming whether the themes of the study given under three categories represent conceptual categories, a field expert's views were obtained. By comparing the evaluations of the researcher and the expert about the views that should be placed on the themes, "agreement" and "disagreement" numbers were determined and the credibility of the study was calculated by using the Miles and Huberman's (1994) formula: $(\text{Credibility} = \text{agreement} / (\text{agreement} + \text{disagreement}) \times 100)$. With the credibility work performed exclusively for this study, credibility was calculated as, $\text{credibility} = 0.91$.

RESULTS

In this part, the findings gathered from the answers that learners gave about the effective teacher features in classroom management and the findings of learners' expectations of school classes are given. Taking from the answers, three theme groups of efficient teacher behavior in classroom management are concluded to be, "communication and interaction", "personal leadership" and "field content knowledge". The findings that are included in the themes communication and interaction, personal leadership and content knowledge are strengthened by direct quotations.

The findings that are gathered from the answers that learners gave within the frame of communication and interaction are given in Table 1.

Communication helps teachers determine the readiness, interest, needs and competence of learners and also helps determine the arrange-

Table 1: Efficient teacher features in classroom management: Communication and interaction

<i>Coded features</i>	<i>Codes</i>	<i>f</i>
1. Should make learners like himself and the classes	2, 3, 4, 7, 9, 10, 11, 13, 14, 16, 18, 22, 24	13
2. Should be compassionate and loving	1, 3, 4, 6, 8, 11, 15, 16, 19, 20, 22, 23	12
3. Should care for and take interest in learners	3, 5, 7, 9, 11, 14, 17, 18, 20, 22, 23	11
4. Should be joyful and cheerful	1, 2, 7, 8, 9, 19, 23, 24	8
5. Should be fair and should avoid discrimination	5, 8, 12, 13, 17, 18, 21, 22	8
6. Should be sincere and close	1, 3, 4, 10, 14, 16, 23	7
7. Should interact well	4, 7, 8, 11, 15, 17, 21	7
8. Should be natural	2, 5, 12, 13, 23	5
9. Should listen to his students and understand them	2, 5, 7, 15	4
10. Should have a strong empathy skill	3, 5	2
11. Should be selfless and loyal	22	1
12. Should be loving and assist learners gain responsibility	1	1
13. Should know his learners well	14	1
14. Should give importance to after class activities	2	1
15. Should be balanced and teach how to be balanced	7	1
Total		82

ment of educational aims and materials with the guidance of a teacher (Basar 2011).

A classroom is an environment where learners and teachers share their existing and gained knowledge and experiences through a suitable process in order to manage educational purposes. This sharing occurs through interaction.

It is seen that learners have 15 items of expectations of efficient teacher features in classroom management within the framework of communication and interaction. The most often stated learner expectations are: Should make learners like himself and the classes ($f=13$), should be passionate and loving ($f=12$), should care for and take interest in his learners ($f=11$), should be joyful and cheerful ($f=8$), should be fair and should avoid discrimination ($f=8$), should be sincere and build effective communication ($f=7$), should be natural ($f=5$), should listen to and understand learners ($f=4$), should have a strong empathy skill ($f=2$), should be selfless and royal, should assist learners to gain responsibility, should know his learners well, and should give importance to after-class activities, being balanced and teaching how to be ($f=1$).

Some of the statements that learners shared about their expectations from an efficient teacher within the frame of communication and interaction are given below:

"I think a successful teacher is someone who treats us well, smiles when he sees us, listens to us when we have a problem and displays a positive attitude towards problems and is a positive role model..." (S.11)

"As mentioned in the efficient teacher phrase, an effective teacher should have an in-

fluence on us. He should make us realize that he is different from other teachers. Should get along with us well. Should be natural with us. Should not simply teach the subject and leave. Should ask if we are well when we seem unhappy, even if he knows that we will say that we are well, because those two words mean to us. We understand that we are loved." (S.23)

"An efficient teacher is firstly respectful and loving. He doesn't bore the learners in the classroom. He tells stories of his life or stories he knows, to his learners for them to take lessons from. He is humoristic. He gets angry with children when it is necessary. He grades their works as much as they deserve." (S.13)

"An efficient teacher affects learners in every aspect. A teacher can be efficient with his acts, speech and glances. He should make people internalize and like him. But I believe if he behaves himself as he is, he would be so much more effective..." (S.10)

"In my opinion, a teacher's discipline, acts, dressing style, the way he speaks, his timing, how he behaves at different times and places, and his interaction with the students has an influence on me." (S.5)

"I wish teachers could change their perspective, and see from our perspective and regard us as individuals. Because if they understand us better we like and take interest in them better and we can be much more successful in classes." (S.3)

The findings that are gathered from the answers that learners gave on efficient teacher features in classroom management within the frame of Personal Leadership are given in Table 2.

Table 2: Efficient teacher features in classroom management: Personal Leadership

<i>Coded features</i>	<i>Codes</i>	<i>f</i>
1. Should organize classroom with a bitter sweet manner	6, 8, 10, 11, 13, 16, 18, 19, 21	9
2. Should prepare learners for life	3, 4, 7, 15, 17, 21, 22, 24	8
3. Should be informed on every field; art, culture, technology	1, 3, 6, 7, 9, 17, 21	7
4. Should perform his job with enthusiasm	1, 2, 8, 11, 20, 28	6
5. Should believe and trust his learner	2, 7, 9, 12, 18, 22	6
6. Should have influence on people	1, 15, 18, 20, 28, 29	6
7. Should have a nice speech and diction	5, 9, 11, 20, 22	5
8. Should be positive and teach how to be	4, 6, 11, 17, 19	5
9. Should solve problems effectively	10, 15, 24	3
10. Should be a model with his success	19, 20, 24	3
11. Should be humoristic	5, 9	2
12. Should be impressing	15, 20	2
13. Should be open to development and new ideas	11	1
14. Should be self-confident	7	1
15. Should have a nice clothing style	3	1
16. Should be a teacher in every aspect of life	5	1
Total		66

A personal leader is ready for unexpected situations when he walks the path decisively and with discipline with a map that will bring him to his personal aim. He develops alternative plans and flexible opportunities. He has a lifestyle that protects his physical, mental and emotional health and balances him and he takes responsibility of his personal preferences (Barutcugil 2005).

It was observed that learners have 16 items of expectations of an efficient teacher features in classroom management within the frame of personal leadership. Most often stated learner expectations are: He should organize the classroom in a bitter sweet manner (f=9), should prepare learners for life (f=8), he should be informed on every field like art, culture and technology (f=7), he should perform his job with enthusiasm (f=6), he should believe and trust his learners (f=6), he should have an influence on people and should be persuasive (f=6), he should have a nice speech and diction and he should be positive about life (f=5), he should solve problems effectively, should be a role model with his success (f=3), should be humoristic and impressing (f=2), he should be open to developments and new ideas, should be self-confident, should have a nice clothing style, and should be a teacher in every aspect of life (f=1).

Some of the learners' direct quotations about their expectations of efficient teacher behaviors within the frame of personal leadership are given below:

"He teaches his learners that the his main aim is to teach them how to be a good human being, not to be selfish, be fair, be respectful to everyone, appreciating what they have and so

many things like this as well as giving them information." (S.15)

"An efficient teacher is someone who can rule the classroom, makes me think with the words he uses, disciplined, and someone who wants to make his dreams of the future come true. Because a teacher like this can both amaze and influence me." (S.5)

"An efficient teacher is someone who has his own philosophy and inspires his learners to study through instances of his own life." (S.24)

"Efficient teachers prepare us for the future and life. They do whatever they can to teach us. They first teach us how to be a human being. They teach us how to protect our country. They always believe that we will do good things in life. When we fall, they hold our hands and show the way like our mothers do." (S.3)

"It is a light beam that comes inside the darkness and changes opinions of a society (towards good or bad), guide them..." (S.19)

The findings that are gathered from the answers that learners gave on efficient teacher features in classroom management within the frame of field content knowledge are given in Table 3.

It is aimed at teacher training programs that pre-service teachers have expertise on a specific subject (Scott et al. 2014). However, a teacher's expertise on a field or subject, though being the precondition of teaching, is not enough for successful teaching. A teacher should know how to teach what he knows. Apart from being an expert on his subject, a teacher also needs some knowledge and skills of the profession of teaching. No matter how well a teacher knows his field of expertise, unless he transfers his knowledge to his students he cannot be successful at his job. Thus,

Table 3: Efficient teacher features in classroom management: Field content knowledge

<i>Coded features</i>	<i>Codes</i>	<i>f</i>
1. Class should be fun	1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 15, 16 17, 18, 19, 20, 22, 23, 24	19
2. Should teach clear and simple	3, 6, 8, 11, 14, 17, 20, 22, 23	9
3. Should be expert in his field	3, 8, 10, 18	4
4. Can use the board effectively	1, 19	2
5. Should not use brute force and violence	9, 14	2
6. Should balance education and instruction	5, 8	2
7. Should teach the lesson with stories, dramatizing	1	1
8. Should use the classroom material effectively	10	1
9. Should educate according to learners' needs	4	1
10. Should perform his job well	11	1
Total		42

a teacher needs to have teaching skills (Ball et al. 2008).

It is seen that learners have 10 items of expectations of efficient teacher features in classroom management within the frame of field content knowledge. Most often stated learner expectations are: classes should be fun (f=19), should teach clearly and simply (f=9), should be an expert in his field (f=4), can use the board effectively, avoid brute force, should balance education and instruction (f=2), teach with stories, should use classroom material effectively, and should educate according to the learners' needs and should perform his job well (f=1).

Some of the learners' direct quotations about their expectations of efficient teacher behaviors within the frame of field content knowledge are given below:

"The concept of efficient teacher means a teacher who is effective in classroom management, a role model with his success, teaches his classes profitably to me." (S.22)

"A teacher who teaches his learners without boring them, not too much authoritarian, but influences the classroom and manages the classroom and behaves his learners sincerely is successful at classroom management." (S.17)

"First of all he is open to new ideas. Doesn't discriminate between students. Teaches the

classes openly and simply. He is a good researcher. He is open to questions. He uses scolding as a last resort. He teaches interestingly. He allows his learners to speak during classes. He teaches the subjects in an order. He doesn't neglect any subject thinking that it is irrelevant. Follows sport, technology, art and culture activities closely. He behaves fairly to all students. (S.12)

"He must be a real expert in his field. It is really difficult for an inadequate teacher to establish a good classroom environment. An efficient teacher should interest learners, recognize groups among his learners well and give importance to activities beyond lessons." (S.11)

The findings from the answers gathered by learners about their expectations of classes from efficient teachers are given in Table 4.

It was observed that learners stated 21 items of expectations about classes. The most often stated expectations are: interesting lessons (f=12), being successful (f=6), a good teaching staff (f=5), no discriminations among learners, being loved by the teacher, effective and well-taught lessons (f=4), making use of technology more, real life examples in classes, a good classroom environment, asking questions to teachers freely, teaching with love, avoiding scolding under every circumstances (f=3), gaining learn-

Table 4: Learners expectations of classes

Coded features	Codes	f
1. Interesting lessons	3, 5, 6, 7, 9, 11, 13, 14, 17, 20, 22, 23	12
2. Being successful	1, 2, 5, 7, 18, 20	6
3. A good teaching staff	7, 12, 14, 19, 20	5
4. No discrimination among students	2, 4, 12, 15	4
5. Being loved by the teacher	3, 19, 22, 23	4
6. Effective and well taught lessons	5, 8, 9, 21	4
7. Making use of technology more	11, 15, 21	3
8. Real life examples in classes	4, 17, 20	3
9. A good classroom environment	1, 8, 19	3
10. Asking questions to the teachers freely	11, 19, 22	3
11. Teachers' teaching with love	4, 7, 24	3
12. Avoiding scolding under every circumstances	8, 11, 14	3
13. Trying to gain learners who have low grades	9, 13	2
14. Allowing short notes to be taken in classes	10, 16	2
15. Unpaid recovery classes	2, 17	2
16. Avoiding heavy subjects	6, 8	2
17. Omitting irrelevant information from the curriculum	4, 2	2
18. Teaching according to learners' level	16	1
19. Happy and cheerful teachers in classes	22	1
20. Clean and organized classrooms	10	1
21. Fluent speaking teachers	18	1
Total		67

ers with low grades, allowing short notes to be taken during class, unpaid recovery classes, avoiding heavy subjects, omitting irrelevant subjects from the curriculum ($f=2$), instructions according to learners' level, happy and cheerful teachers in classes, clean and organized classrooms, and fluent speaking teachers ($f=1$).

Some of the learners' direct quotations about their classroom related expectations are given below:

"I would like classes to be arranged and directed according to learner skills and irrelevant information should be omitted from the curriculum." (S.14)

"I would like my teacher to be alive when teaching, not to discriminate even in classes and to be fair. Moreover I would like them not to humiliate learners when they think they are joking. I don't believe my expectations of this kind are fulfilled. I believe it is the result of teachers not acting carefully." (S.8)

"I would like a teacher to teach a subject well by giving examples and in a way that I can understand and make classes fun by joking once in a while and take interest in us." (S.22)

"We should have fun and learn the lesson at the same time in classes. I don't believe my expectation of such is fulfilled. In some classes, we just sit silently without any sound. At such times the class is like torture. However, in some classes we both learn and enjoy." (S.17)

DISCUSSION

A teacher's performance in classroom management is vitally important for learners to be successful. Efficient classroom management directly affects the quality of teaching (Cakmak et al. 2008). Teachers' effect in education and instruction done in school can be done in multiple ways. An efficient teacher is not only someone who knows how to teach or how to solve problems that occur during teaching but also someone who can decide which of his knowledge to apply in different cases and times and who can apply what he knows in his teaching. A teacher's classroom management skills have the primary importance in determining the success of the teaching (Acikgoz 2003; Wright et al. 1997). In order for developing the quality of education, it is important that teachers know their learners' expectations of them about classroom manage-

ment and lessons and improve themselves within the light of this information.

Classroom management is establishing and maintaining a suitable environment for learning. It is about eliminating studying obstacles for teachers and learners, the appropriate usage of instruction time, making learners participate in activities, and managing sources, people and time and the classroom. Classroom management is a tool that assists learners to understand themselves, evaluate themselves and control themselves (Denkdemir 2007).

By examining learner opinions, the perspectives of efficient teachers in classroom management are gathered within three main themes namely, communication-interaction, personal leadership and field content knowledge. It is seen that in their evaluation of efficient teacher behaviors in classroom management, learners have 15 items of expectations within the frame of communication and interaction, 16 items of expectations within the frame of personal leadership, and 10 items of expectations within the frame of field content knowledge and 21 items of expectations within the frame of classroom related expectations.

In the classroom the relationship between learners and the teachers and peers and the relationship between the teachers with their learners determines the atmosphere. The stronger a teacher builds this atmosphere, the stronger the learning-teaching relationship becomes and the more education manages to achieve its aim (Celep 2008). According to Hosgorur (2002), in order for teachers to establish an effective communication in class they need to know their learners, they need to know the methods of interaction and develop their communication skills. The misdoing of planning and aims, inefficient diction and voice of the teacher who is the main source in the classroom, negativity in the physical environment, and not being healthy inhibits healthy communication.

According to the learners' opinions, 15 items of expectations including, making learners like the teacher and his classes, being compassionate and loving, appreciating learners, being joyful and cheerful, being fair and avoiding discrimination, being sincere, building good communication trying to listen and understanding learners are expressed by learners as efficient teacher features in classroom management within the frame of communication and interaction. These

findings support Gunbayi's (2006) opinion that a good management in classroom depends on the teachers' building good relationships with his learners and the findings are also parallel with Gordon's (2008) view that if a relationship between a learner and teacher covers openness and transparency, caring, needing each other, being independent and fulfilling requirements of each it is a well developed relationship. Moreover, as a support for these findings, Kauffman et al. (1998) states that a teacher needs to have good listening skills. A teacher creates opportunities for avoiding and fixing behaviors that are not suitable for effective listening. Using effective listening skills allows the empathy skill to emerge, supporting learners and behavioral development.

An efficient teacher always feels the urge to improve himself, loves his job, determines his aims by putting the learner on the centre and tries to accomplish his aims. It is expected of teachers and other educational employees to grasp, gain and apply the educational understanding that takes the "human" at the centre, which has been used recently and will be developed in coming years. In this expectation, the most important role will be played by efficient teacher, as they play it now (Can 1998; Strong et al. 2011). As the results of the study, supporting evidence has been gathered upon this matter. When the learners' expectations from their teachers of classroom management within the frame of personal leadership statements were asked, they included: should organize the classroom in a bitter sweet manner, should prepare learners for life, teach them about real life, should be informed about art, culture and technology, should perform their job with enthusiasm, should believe and trust their learners, should have influence and can persuade the learners.

Schools do not only need enough teachers in number but there is also a need for teachers who are competent in general culture, field content knowledge and teaching profession knowledge, talented teachers who loves his job, aware of expectations from him and tries to manage them and who are efficient leaders. When all these features are considered as a whole, a teacher is evaluated by criterions like knowledge, personality, adaptation to environment, participation in development of the environment and public relations (Erisen 2004; Ozer 2005; Gozutok 2006; Gozutok and Karacaoglu 2007).

In this research, the learners' expectations of their teachers in classroom management within the frame of field content knowledge are stated as: joyful lessons, clear and simple taught lessons and expertise in the field while their expectations of teachers relating the classes are stated as: interesting lessons, being successful at the lesson, having a good teaching staff, no discrimination amongst learners, being loved by their teachers, effectively and well taught lessons.

Gozutok (2000), while stating the preconditions of efficient classroom management as being competent in the field, having high order of teaching skills and classroom management skills, states that some behaviors that a teacher who wants to be successful at classroom management should perform in this way. Efficient teachers should gain the trust of their learners. A teacher should sometimes be positive to learners who misbehave and should apply prevention classroom management methods instead of control-based ones. A teacher should avoid taking extra interest in specific learners. A teacher should not threaten his learners with punishment. A teacher should ignore minor misbehaviors that are performed with the aim of attention. It is possible to remark that most of these expectations regarding efficient classroom management are similar to the research findings.

CONCLUSION

As a consequence of the first research question, three theme groups about efficient teacher behaviors in classroom management according to the students' opinions were reached to be communication and interaction, individual leadership and profession field knowledge. It was seen that in the communication and interaction aspect, students have 15 items of expectations of a teacher who is efficient in classroom management, such as she should endear herself and the subject, should be caring and loving, appreciate her students and take care of them. In the individual leadership aspect, they expressed 16 items of expectations such as she should provide a sweet tough order in the classroom, prepare them for life, she should be sophisticated about everything such as arts, culture, technology, and she should do her job enthusiastically. In the field profession knowledge aspect it is observed that students have 10 items of expect-

tations such as the lessons should be fun, she should be loud and clear while teaching, and she should be an expert in her field. As a consequence of the second research question, students have 21 items of expectations about the classroom, such as the subject should be interesting, they should be successful, be a good teaching staff, and there should be no discrimination amongst students. At the end of the study, it can be said that teachers need to know what their students expect from them about efficiency, and improve themselves in the direction of these expectations.

RECOMMENDATIONS

A leader teacher is an education employee who can teach and use all his time to fulfill his teaching responsibilities effectively. Thus, it can be suggested that teachers try to develop their leadership skills and arrangements to support this aim of being a teacher.

If teachers can analyze the learners' expectations of them about classroom management and lessons, and they arrange the educational environments according to the opinions, needs and emotions of learners it may ease the process of gaining more successful results and managing the goals.

A leader teacher is a developer and applier of a goal-oriented professional improvement society. Among learner expectations, the statement that teachers do their jobs with enthusiasm and urge can be seen. Love of their job is one of the first preconditions of teachers working with enthusiasm and as a result making their classes more successful and efficient in the teaching and learning environment. For this reason it can be suggested that teachers who really believe, respect and love their job should be selected, and taking love for the job as a criteria when selecting teachers and some arrangements should be made in order to increase the teachers' respect and belief that they feel for their profession.

When learners' expectations of fun and interesting lessons are considered, it can be suggested that teachers follow innovations of methods and techniques with which they can teach more effectively, and be educated about new educational approaches. It also can be offered that teachers should be informed about every subject like art, culture and technology knowing that they can benefit from other fields by an in-

ter-disciplinary approach and that they can constantly improve themselves.

Even though social and personal development of learners is written among the aims of the education system, in practice it is seen that the focus is on competition and academic success. However, in order for individuals to manage problems like violence, alienation, and social isolation effectively, their social behaviors and skills need to be developed. It can be suggested to teachers that they apply written aims of social-personal development in the classroom, and in order to manage the aim of raising good human beings, they create learning environments in which firstly they are role models, and in which ethical rules like avoiding discrimination and being fair are pursued.

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