THE RESPONSES ON STUDENTS CREATED BY BEHAVIOURS OF UNIVERSITY LECTURERS IN EDUCATION ENVIRONMENT

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Abstract
The aim of this research is that evaluating students' opinions about which behaviours of university lecturers, who work at X university situated in the town of Güzelyurt Lefke, win recognition. Qualitative research methods were used in the research to collect data. Survey technique was used for assessing students' opinions. With the aim of assessing students' opinions data were analysed with descriptive analysis and data reduction methods. Students form the universe of the research. The sample of the research has been formed by 20 students who are first grader at X university's Guidance and Psychological Counselling department. As a result of the research, the behaviours like; always doing verbal lessons, giving lectures with slides and not doing active lessons were stated by students as disliked behaviours of lecturers. In addition, it has been identified that encountered problems in the classroom can be solved by informing teachers about classroom management by in-service trainings.
Key Words: University Lecturers, University Student

Introduction

University is an institution of higher education and science which give education in various areas, research and composed of faculties. In these days, formations called university are built and managed in a way to appeal to large masses of people. Firstly, university is not a kindergarten, primary school, secondary school or high school. Therefore all the people who want to go and have education cannot have the chance (while the opportunity of having education at university is high in some countries, it is not same in other countries). There is a certain entry procedure. Anyone who fulfils these conditions can have the opportunity to have education. They get training from high qualified and educated people. Getting training is not about just listening to the teacher and taking notes. It is done by doing homework, doing project, writing essay, doing research on internet and in library, doing experiments at laboratory and doing written and oral formats in scientific debates and communication. One of the duties of university lecturer is doing "scientific research". Doing scientific research takes considerable time of the lecturer. The purpose of the research conducted by lecturer is to make discussions about the nature and the results (Erdem, 2005).

University lecturer is a name given to assistant professors, associate professors and professors work at university. Assistant professor is the lecturer who has completed a PhD and has academic studies. In order to get the title of associate professor some exams should be passed. The ones who will be selected from associate professors are required to have certain characteristics in order to receive the title of professor.

Assistant professors, associate professors and professors who work as university lecturers have to be at university and work at certain times accepted for civil servants. However they can work on their branch not to exceed ten hours per week and by disrupting university jobs. Teacher-student relationship is effective on the efficiency of educational activities. Learning in the classroom depends on what things are taught, why and how as much as students' perception of the teacher. Students have great interest to a loved and respected teacher's lesson, but a teacher-student relationship inspiring fear and anxiety is important in terms of the development of the student's cognitive, emotional and social aspects. For a healthy development, student should be in a sense of trust and classroom atmosphere where love and attention that he needs are shown (Oğuzkan, 1981).

Most people think that students' thoughts about their teacher are indicators of the teachers' efficiency. "Students' evaluation of the teacher's efficiency is about evaluating the students' perceptions about

this" (Simmons,1996). On the other hand educators do not agree about these types of sources about students' perceptions or reactions.

Learning outcomes can be cognitive, affective, psychomotor and intuitive. Many variables which affect these can work in educational environment. A small change in one of these areas can influence and also change cognitive, affective, psychomotor and intuitive areas. This change can be provided by the interaction between the learner and the teacher. Modeling is important in this interaction. The person who is taken as a model at schools is usually the teacher. Teachers' consistent behaviors can affect the student who takes the teacher as a model and he can have consistent behaviors. The taken model can be effective on the individual's character, self-awareness, self-esteem, self-confidence and development of character. If this model is recognized, admired, liked, reinforced and shows similarity, his effect is much more on the learner (Alacapınar, 2005).

By taking model, learning can be embodied, may be supported or blocked, reaction may be facilitated, the emotions can be increased and interest can concentrate. The teacher taken as model may affect the student's affective characteristics. According to the conducted researches, success of the student is affected by cognitive entry behaviors, affective entry characteristics and quality of education services. In the teaching service quality, there is feedback, correction, reinforcement and student's effective participation. The person who will perform these is the teacher. Therefore the teacher should use these in the teaching environment. If he uses can be a consistent model and positive affective properties can be developed.

According to the data from the indirect researches it can be said that, love, interest in the course, positive attitude, family, environment, affective styles and strategies affect the student's interest and attitudes to the courses positively. This kind of positive attention and positive attitudes can be expected to create interest and attitudes in students (Alacapınar, 2005). These positive interest and attitudes can be devoted to the course, the teacher, the school, family or the person concerned. In this research, it has been aimed to determine which behaviours are shown by the teachers in the education environment, how students are influenced by these behaviours and to find a solution to this. Positive and negative teacher behaviours can affect students' cognitive, affective and psychomotor and intuitive behaviours. If these are determined, more effective learning environment can be provided.

If students gain a consistent and positive affective characteristic, they may a healthy psychological structure. In this research, focus group discussions of quantitative and qualitative research methods were used. At the end of the semester after the final exams the question "which attitudes and behaviours of the lecturer …. who teaches …. course created which senses in you?" was asked before the grades were announced (Alacapınar, 2005).

University students' general problems can be sorted as; when the problems set forth in some of the research issues that are raised in relation to the students are thought with the development and compliance issues, it can be understood to some extend that they try so hard to continue their efforts to prepare for life and profession. Research conducted abroad and domestic have emphasized that the weight is given to the students' mind and academic development, physical development, social development, using the leisure time and the providedfacilities to meet the individual needs are limited, and the students' physical, health, social and personal development should be parallel to the mind and academic development (Tan, 1954; Özgüven, 1974; Köknel, 1979; Özgüven,1988).

In several conducted research, as a microcosm of the problems faced by university students were given in some problem areas. In the research generally conducted with problems scanning inventory, the problem areas faced by university students were categorised as (1) future, (2) finding job and financial

life, (3) university life, (4) social and leisure, (5) health, (6) learning and teaching methods, (7) having relation with people, (8) family, (9) the opposite sex relationships, (10) problems associated with religious and moral (Tan, 1954; Kinney, 1958; Özdemir, 1985).

In the research conducted about areas of conflict that students have with family, school and other institutions, (1) girlfriend-boyfriend and social life, (2) family values and generational conflict, (3) conflict with school, (4) conflicts with religious and philosophical thoughts and opinions are determined as conflict subjects that students have with community agencies (Oskay, 1981). "Student evaluations can be due to many factors such as teacher knowledge, willingness, interest in other people, a sense of humor" (Coats,1972).

Another important case is the teacher-student relationship. This relationship can prevent or make easy the learning for student, so it can change student's perception. "Teacher's personal behaviours affect not only the students' behaviours but also form the social and emotional base needed for teacher to reach the mastery of communication and students. Conducted studies show that the quality of the relationship between the teacher and the students is an important determiner for students' success and behaviours" (Soerjaningsih, 2001).

Method

Qualitative research methods were used in the research and the questions "which features do you want to see in lecturers?" and "which features are you seeing in lecturers?" were asked to the students. After that it is asked to students to write their thoughts about the lecturers' behaviours. These were gathered by using open ended data collection tool. Students' solution suggestions were taken under two titles according to the questions mentioned above. About these problems and appropriateness, ideas were gotfrom … experts and … relation was found between these ideas. And this was accepted as a proof for the tools' validity. Later, these data were analysed with descriptive analysis and data reduction methods. For this, first each student's given answers devoted to the heading then data reduction methods were used to classify the collected data according to the problem and sub-problems and these data have been studied in depth and expansion then they have been simplified and experienced problems are divided into categories.

Study Group
The research has been conducted to 20 students who are first graders at European University of Lefke in TRNC, Guidance and Psychological Counselling department in 2013-2014.

Data Collection Methods
"Survey" was used to get students' opinions. Before preparing the survey, problem and sub problems were identified. Questions were asked open, understandable and according to the problem and sub problems. Open ended questions were used and it was asked to students to write the behaviours of lecturers which disturb and which do not disturb without writing their names. Students' answers were put into the research without correction.

Data Analysis
Which behaviours of lecturer do university first graders love? Which ones they do not love? and what are their solution suggestions? The responses given by students about lecturers' behaviours were firstly analysed with descriptive analysis and data reduction.
   1. *The features of lecturers that students want to see*

The responses taken from the students about the features of lecturers that students want to see were shown in Table 1.

Table 1. The features of lecturers that students want to see

The Features Of Lecturers That Students Want To See	N	%
Mutual communication in the course	4	10
Giving the course without boring the students	2	5
Faculty members should be supportive	1	2
We do not want threat	6	15
Faculty member should have enough knowledge	1	2
To be in dialogue with students	11	27
In the course, faculty member should go beyond the course notes	2	5
Faculty members should be friendly	8	20
Faculty members should be sensitive and insightful	1	2
Efficient processing of lesson	1	2
Faculty members' motivation should be high	4	10
Total	41	100

The data in Table 1 shows number and percentages of answers given about lecturers' behaviours that they want to see. Students' responses about lecturers' behaviours can be collected under 11 titles by using data reduction method. According to this, there are 33 responses given by the students about lecturers behaviours. The behaviours that students want to see most are; to be in dialogue with students (27 %) and faculty members should be friendly (20%). We do not want threat (15%), mutual communication in courses (10%) and giving course without boring students (5%) come next. The least wanted behaviours are lecturers should be supportive (2%), lecturers should be sensitive and insightful (2%) and efficient processing of lesson (2%).

The behaviour of "lecturers should be supportive" has been defined as "lecturers should not push the student into the background in case of failure. On the contrary, they should be supportive to attract the students up".

The behaviour of "faculty members' motivation should be high" has been defined as "In the course we want one to one attention and motivation our teachers to be high. When the motivation of the lecturer is not fine, students' motivation is not good too".

"To be in dialogue with students" behaviour has been defined as "We want our teachers to be in dialogue with us instead of going out of the classroom after finishing the lesson, because we are not math students, we are guidance and psychological counselling students and we want our teachers to be model for us. We should see something from them to apply in our lives. Our department should not be like teaching the subject and get out from the classroom. This should not be what we learn from them and they should always listen to us".

"We do not want threat" behaviour has been defined as "students should never be threated and he should listen to the lesson not for the grade but for learning something".

"Mutual communication in the course" has been defined as "Teaching should be mutual with students in general, like a chat and discussion".

"Faculty members should have enough knowledge" has been defined as "Lecturer should present his knowledge by having enough knowledge, getting students interest and bringing the course into the limelight".

"In the course, faculty member should go beyond the course notes" has been defined as "Faculty member should not be angry when students ask something which he does not know and he should say 'I do not know the answer and I will share later, after I search for it. He should not use the course notes as a shield, go beyond the notes and add something to the course from their own knowledge, not always only slides."

"Faculty members should be friendly" has been defined as "faculty members should be friendly even in difficult circumstances. Whatever he lives in his private life, there should be a smile on his face". "Faculty members should be sensitive and insightful" has been defined as "lecturers should be more interested, more sensitive, and more insightful and they should not reprehend the students like they are children. They are wanted to be more sensitive toward students".

"Giving the course without boring the students" has been defined as "lecturers should make the lesson more enjoyable. They should not read from the slides all the time. That bores students and the lesson becomes more boring".

"Efficient processing of lesson" has been defined as "Our new young teachers should be more interested and prepared for the lessons. Visual presentations provide more efficient lessons. We want our teachers to be more motivated to have more efficient lessons".

2. *The features of lecturers that students see*

The answers of twenty students, who were asked questions about lecturers' behaviours they see, were analysed by descriptive analysis and data reduction. Given answers were presented in Table 2

Table 2. The features of lecturers that students see

The features of lecturers that students see	N	%
Giving verbal course	9	26
They threat	2	6
They are conversable	1	3
Not giving active course	4	11
Being insightful	1	3
They do not behave equally	5	14
Giving too much weight to examination	5	14
They do not talk like a friend	1	3
They are open-minded	2	6
They have difficulty to empathize	3	9
Their lecture format is not true	1	3

They are friendly	1	3
Total	35	98

Number of answers and percentages about behaviours of lecturers that you see are shown by data in table 2. Students' answers about behaviours of lecturers can be gathered under 12 titles by using data reduction method. According to this, students have given 35 answers about faculty members' behaviours. The most seen behaviour of the faculty members are "giving verbal courses" (26%), "they do not behave equally" (14%) and "giving too much weight to examination" (14%) among the given answers.

"Not giving active courses" (11%) and "having difficulty to empathize with students" (9%) come next. The behaviours which are seen least are; "to be open-minded" and "threating" (6%), "being friendly" and "being insightful" (3%), "their lecture format is not true", "they do not talk with students a friend", and "they are conversable" (3%).

"They are friendly" has been defined as "Our teachers are friendly because of being young. We can find them whenever we want and they listen to our problems. There is not any our teachers who are not like a friend."

"Their lecture format is not true" has been defined as "I do not like lecture format of some lecturers because they only read from the book all the time. I do not think that this kind of lecture is efficient and true."

"Not giving active course" has been defined as "Reading from the slides and not adding something from themselves causes non-active course."

"Giving verbal course" has been defined as "because our lessons are verbal, all of our lecturers give the courses in a way of mutual expression."

"They threat" has been defined as "some of our teachers threat us with homework or about grades. I think this is not an appropriate behaviour."

"Being insightful" has been defined as "being insightful and friendly of faculty members towards students touches me."

"Having difficulty to empathize" has been defined as "I think it is normal to have difficulty to empathize and to be excitedof some teachers who are new and young."

"They do not behave equally" has been defined as "I think some students cringe to the teachers to have a few extra points and the teachers allow for this behaviour which is an annoying situation."
"They do not talk like a friend" has been defined as "some teachers make us to feel that they are teachers and they precede us."

"They are conversable" has been defined as "some of our teachers are so conversable. They are like a brother or sister to us. They do not have communication problem with us and they are very conversable. They do their best to help us."

"Giving too weight to examination" has been defined as "generally because of lecturers' attitudes but some lecturers' behaviour of giving too much weight to examination, students feel too much pressure."

"Being open-minded" has been defined as "some of our teachers draw attention because of being too open-minded. They do their best to prepare their students to the job and life."

Conclusion and Recommendations

Students have problems about their teachers' lecture format which they give courses verbally and by using slides and not giving the course actively. One of the reasons of these problems is that lecturers are young and unexperienced. Giving the courses verbally stems from the fact that their course contents are verbal.

The reason of not giving the course actively has been determined as giving the course based on only the slides and they do not add anything form themselves. Another important problem has emerged as "I do not like some lecturers' course format. They read from the book all the time. I do not think that this kind of format is efficient and true". For the solution of the problem about not giving the course actively, students have suggested "to give the course in a way of mutual communication and with discussion".

Another important problem has emerged as "some of our teachers threat us with homework or about grades. I think this is not an appropriate behaviour. Also generally because of lecturers' attitudes but some lecturers' behaviour of giving too much weight to examination, students feel too much pressure. I think it is normal to have difficulty to empathize and to be excited of most faculty members who are new and young but another annoying situation is some students cringe to the teachers to have a few extra points and I think the teachers do not behave equally by allowing for this behaviour.

Students' solution suggestion for this problem is; "students told that threating the students with grades is a wrong behaviour and to understand the student they should do their best by stooping students' level. Also a lecturer should know that those students are university students. Their goal should be teaching more that examination and they should behave fair".

Students' solution suggestions for the problems they have with their teachers has been determined as "faculty members should be cheerful and friendly to the students, have high motivation and enough knowledge, be able to have a good communication with students and be well-prepared to give an efficient course". Besides psychological counselling and guidance, having competent and experienced psychologists in the university may expedite the solutions for these problems. Relationships can be better, if there is a separate department for teachers and manager to have counselling and if there is not discrimination. In addition to this, informing teachers who have problems in the classroom about classroom management via in-service trainings might be a solution for problems encountered.

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