A research on positive teacher behaviours: Students' perspective

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Abstract

The aim of this study is to examine positive teacher behaviours that teachers should show in the class in terms of students. The research has been designed within a general survey model. The sample of the research consists of 641 high school students. In the research, the effects of positive teacher behaviours on students' success questionnaire have been used as the data collection tool. According to the results of the analysis, teachers carry out planning, application and consolidation and evaluation behaviours in the classroom at a high rate. In the questionnaire, the highest average is in the planning behaviour, which explains the objectives of the course to students' item. On the other hand, it is noteworthy that the lowest average is in the application behaviour, which arranges the seating arrangement in a way that makes it easier for students to learn. The results of the research expected that the positive behaviours that teachers carry out in the classroom at a high rate will have a high or very high-level effect on students' success.

Keywords: Positive teacher behaviours, students' success, high school students.

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1. Introduction

Individuals should be able to use information, which acquired in cognitive, emotional or psychomotor dynamic ways, effectively in the solution of problems they encounter. Therefore, individuals should have knowledge in the field of social sciences, science, mathematics and technology in line with their interests. An interdisciplinary relationship should be established in order to link the information in the field with other fields. Students cannot establish this interdisciplinary relationship on their own. Teachers should guide students in this regard. Teachers should create the teaching environment for students and maintain order (Moore, 1998). In order to ensure student success in the learning environment, teachers should start by motivating students, and successful behaviours of students are reinforced in the process. The positive attitudes and behaviours of the teacher will not only increase in this process the success levels of the students but also will have an impact on the permanence of learning (Taspinar, 2002). Teachers have a big assignment and have many duties such as raising individuals, ensuring peace in the society, protecting social peace, socialising with individuals and preparing them for social life (Karagozoglu, 2003). Therefore, in classes where teachers and students create mutual respect and love, productivity increases, problems related to discipline decrease and educational goals become easier (Acikgoz, 1996). In student–teacher interactions, behaviours revealed by teachers in the classroom affect the academic success of the student on the one hand, and on the other hand, it affect the student's learning attitude and social behaviour (Guzel, 2017). In this study, it is aimed to examine the positive teacher behaviours that teachers should show in the class in terms of students.

2. Method

The research is a descriptive research. It was designed in a general survey model, one of the survey models. In the survey model, the situation exists in the past or is still determined as it is (Karasar, 2013). The aim of this research was to determine the opinions of high school students about the effects of positive teacher behaviours on students' success. The sample of the research consists of 641 high school students in Turkey. 54.9% of the students were female and 44.1% were male. In the research, the scale of evaluating student views on the effect of positive teacher behaviours on student success was used as the data collection tool. The scale was developed by Soydal (2006). It consists of 34 statements on a 5-point Likert type scale with four dimensions. The dimensions are planning behaviours, application behaviours, consolidation behaviours and evaluation behaviours. The scale consists of two stages. At the first stage, the students answer the scale items whether the positive teacher behaviours are shown or not in the classroom, by marking one of the 'yes' and 'no' options. In the second stage, students indicate the degree of positive teacher behaviours affecting their success by marking one of the 'never', 'rarely' 'occasionally', 'often' and 'always' options. Cronbach's alpha reliability coefficient of the whole scale is 0.91 and of the sub-dimensions are as follows: 0.78, 0.81, 0.87 and 0.67, respectively. Cronbach's alpha reliability coefficient obtained from the sample's data is 0.962, and for sub-scales are as follows: 0.814; 0.915; 0.931 and 0.750.

In the data analysis was carried out with Statistical Package for the Social Sciences 17 software. Descriptive statistics and correlations were calculated for the variables of effect of positive teacher behaviours on students' success and all sub-dimensions. Thus, students' views on the effect of positive teacher behaviours on student success levels of the sample group were determined. Frequency (*f*), percentage (%), arithmetic mean (*X*) and standard deviation (SD) values were used to determine the views of the students.

3. Results

3.1. Findings regarding planning behaviours

Whether positive teacher behaviour was shown in the classroom or not was determined by analysing the data obtained from the first part of the questionnaire. In the first part of the scale, students chose either 'yes' or 'no' for positive teacher behaviours in the classroom. In the second part of the scale, opinions about the effects of these behaviours on students' success were examined. The students expressed the degree to which teachers' behaviour positively affected their success by selecting one of the options: always (5), often (4), occasionally (3), rarely (2) or never (1). The results for the planning dimension are summarised in Table 1.

Table 1. Cross tabulation of items and yes–no answers for planning behaviours

		Item 1					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.44	1.20
Yes 1	Count	10	55	105	196	136	502		
	% of Total	1.6%	8.6%	16.4%	30.6%	21.2%	78.3%		
No 1	Count	37	51	39	10	2	139		
	% of Total	5.8%	8.0%	6.1%	1.6%	0.3%	21.7%		
Total	Count	47	106	144	206	138	641		
	% of Total	7.3%	16.5%	22.5%	32.1%	21.5%	100.0%		
		Item 2					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.82	1.44
Yes 2	Count	11	35	91	126	99	362		
	% of Total	1.7%	5.5%	14.2%	19.7%	15.4%	56.5%		
No 2	Count	165	72	27	12	3	279		
	% of Total	25.7%	11.2%	4.2%	1.9%	0.5%	43.5%		
Total	Count	176	107	118	138	102	641		
	% of Total	27.5%	16.7%	18.4%	21.5%	15.9%	100.0%		
		Item 3					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.21	1.26
Yes 3	Count	10	32	158	141	116	457		
	% of Total	1.6%	5.0%	24.6%	22.0%	18.1%	71.3%		
No 3	Count	65	76	26	12	5	184		
	% of Total	10.1%	11.9%	4.1%	1.9%	0.8%	28.7%		
Total	Count	75	108	184	153	121	641		
	% of Total	11.7%	16.8%	28.7%	23.9%	18.9%	100.0%		
		Item 4					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.81	1.45
Yes 4	Count	6	51	95	102	105	359		
	% of Total	0.9%	8.0%	14.8%	15.9%	16.4%	56.0%		
No 4	Count	160	78	24	10	10	282		
	% of Total	25.0%	12.2%	3.7%	1.6%	1.6%	44.0%		
Total	Count	166	129	119	112	115	641		
	% of Total	25.9%	20.1%	18.6%	17.5%	17.9%	100.0%		
		Item 5					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.16	1.36
Yes 5	Count	4	37	128	136	130	435		
	% of Total	0.6%	5.8%	20.0%	21.2%	20.3%	67.9%		
No 5	Count	99	71	20	11	5	206		
	% of Total	15.4%	11.1%	3.1%	1.7%	0.8%	32.1%		
Total	Count	103	108	148	147	135	641		
	% of Total	16.1%	16.8%	23.1%	22.9%	21.1%	100.0%		

				Item 6			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.01	1.49
Yes 6	Count	7	43	97	129	134	410		
	% of Total	1.1%	6.7%	15.1%	20.1%	20.9%	64.0%		
No 6	Count	146	60	12	6	7	231		
	% of Total	22.8%	9.4%	1.9%	0.9%	1.1%	36.0%		
Total	Count	153	103	109	135	141	641		
	% of Total	23.9%	16.1%	17.0%	21.1%	22.0%	100.0%		

When students' opinions about the planning behaviours of teachers are examined, more than half of the students stated that teachers fulfilled these behaviours in all items.65.67% of the students think that teachers exhibit planning behaviours in the classroom. When the items are examined, the highest attendance is in the items where 78.3% of the teachers explain the objectives of the lesson to them (Item 1) and 71.3% of them are aware of the different learning characteristics of the students (Item 3).According to the students, the planning behaviours shown by the teacher in the classroom affect their success at a medium level (X = 3.08). When the table is examined, the highest participation in the effect of the planning behaviour of the teacher on the student success is in the first item of the scale. This item explains the objectives of the course to students and the participation rate for always and often is 53.6%. The second highest participation rate is 44% for Item 5, which takes individual differences into account while creating their expectations. The lowest participation rate is for never and rarely (46%, Item 4); this item analyses the factors that prevent learning and makes arrangements for the needs of students. Then, Item 2 attracts attention with 46%; this item is about that determining the classroom rules with the students.

3.2. Findings regarding application behaviours

The percentage, frequency, arithmetic mean (*M*) and SD results of the scale's application behaviour items are summarised in Table 2.

Table 2. Cross tabulation of items and yes–no answers for application behaviours

				Item 7			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.75	1.50
Yes 7	Count	9	46	81	100	116	352		
	% of Total	1.4%	7.2%	12.6%	15.6%	18.1%	54.9%		
No 7	Count	184	81	11	8	5	289		
	% of Total	28.7%	12.6%	1.7%	1.2%	0.8%	45.1%		
Total	Count	193	127	92	108	121	641		
	% of Total	30.1%	19.8%	14.4%	16.8%	18.9%	100.0%		
				Item 8			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.19	1.38
Yes 8	Count	9	47	116	146	142	460		
	% of Total	1.4%	7.3%	18.1%	22.8%	22.2%	71.8%		
No 8	Count	91	69	8	12	1	181		
	% of Total	14.2%	10.8%	1.2%	1.9%	0.2%	28.2%		
Total	Count	100	116	124	158	143	641		
	% of Total	15.6%	18.1%	19.3%	24.6%	22.3%	100.0%		
				Item 9			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.09	1.39
Yes 9	Count	6	82	118	113	135	454		
	% of Total	0.9%	12.8%	18.4%	17.6%	21.1%	70.8%		
No 9	Count	96	66	5	11	9	187		
	% of Total	15.0%	10.3%	0.8%	1.7%	1.4%	29.2%		

		1.00	2.00	3.00	4.00	5.00	Total	$\bar{X}$	SD
Total	Count	102	148	123	124	144	641		
	% of Total	15.9%	23.1%	19.2%	19.3%	22.5%	100.0%		
				Item 10			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.05	1.38
Yes 10	Count	12	66	114	140	113	445		
	% of Total	1.9%	10.3%	17.8%	21.8%	17.6%	69.4%		
No 10	Count	101	67	10	9	9	196		
	% of Total	15.8%	10.5%	1.6%	1.4%	1.4%	30.6%		
Total	Count	113	133	124	149	122	641		
	% of Total	17.6%	20.7%	19.3%	23.2%	19.0%	100.0%		
				Item 11			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.91	1.48
Yes 11	Count	7	48	88	115	125	383		
	% of Total	1.1%	7.5%	13.7%	17.9%	19.5%	59.8%		
No 11	Count	152	77	13	11	5	258		
	% of Total	23.7%	12.0%	2.0%	1.7%	0.8%	40.2%		
Total	Count	159	125	101	126	130	641		
	% of Total	24.8%	19.5%	15.8%	19.7%	20.3%	100.0%		
				Item 12			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.06	1.47
Yes 12	Count	4	51	106	111	142	414		
	% of Total	0.6%	8.0%	16.5%	17.3%	22.2%	64.6%		
No 12	Count	132	62	15	10	8	227		
	% of Total	20.6%	9.7%	2.3%	1.6%	1.2%	35.4%		
Total	Count	136	113	121	121	150	641		
	% of Total	21.2%	17.6%	18.9%	18.9%	23.4%	100.0%		
				Item 13			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.79	1.44
Yes 13	Count	7	56	90	110	108	371		
	% of Total	1.1%	8.7%	14.0%	17.2%	16.8%	57.9%		
No 13	Count	157	83	21	6	3	270		
	% of Total	24.5%	12.9%	3.3%	0.9%	0.5%	42.1%		
Total	Count	164	139	111	116	111	641		
	% of Total	25.6%	21.7%	17.3%	18.1%	17.3%	100.0%		
				Item 14			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.21	1.31
Yes 14	Count	11	46	144	143	129	473		
	% of Total	1.7%	7.2%	22.5%	22.3%	20.1%	73.8%		
No 14	Count	72	70	12	10	4	168		
	% of Total	11.2%	10.9%	1.9%	1.6%	0.6%	26.2%		
Total	Count	83	116	156	153	133	641		
	% of Total	12.9%	18.1%	24.3%	23.9%	20.7%	100.0%		
				Item 15			Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.08	1.40
Yes 15	Count	11	77	104	135	131	458		
	% of Total	1.7%	12.0%	16.2%	21.1%	20.4%	71.5%		
No 15	Count	99	64	9	6	5	183		
	% of Total	15.4%	10.0%	1.4%	0.9%	0.8%	28.5%		
Total	Count	110	141	113	141	136	641		
	% of Total	17.2%	22.0%	17.6%	22.0%	21.2%	100.0%		
				Item 16			Total	$\bar{X}$	SD

		1.00	2.00	3.00	4.00	5.00			2.96	1.51
Yes 16	Count	4	43	80	134	128	389			
	% of Total	0.6%	6.7%	12.5%	20.9%	20.0%	60.7%			
No 16	Count	163	64	5	11	9	252			
	% of Total	25.4%	10.0%	0.8%	1.7%	1.4%	39.3%			
Total	Count	167	107	85	145	137	641			
	% of Total	26.1%	16.7%	13.3%	22.6%	21.4%	100.0%			
			Item 17				Total	$\bar{X}$	SD	
		1.00	2.00	3.00	4.00	5.00			2.99	1.48
Yes 17	Count	13	43	90	142	126	414			
	% of Total	2.0%	6.7%	14.0%	22.2%	19.7%	64.6%			
No 17	Count	143	64	7	7	6	227			
	% of Total	22.3%	10.0%	1.1%	1.1%	0.9%	35.4%			
Total	Count	156	107	97	149	132	641			
	% of Total	24.3%	16.7%	15.1%	23.2%	20.6%	100.0%			
			Item 18				Total	$\bar{X}$	SD	
		1.00	2.00	3.00	4.00	5.00			3.04	1.40
Yes 18	Count	8	46	127	147	107	435			
	% of Total	1.2%	7.2%	19.8%	22.9%	16.7%	67.9%			
No 18	Count	121	62	5	5	13	206			
	% of Total	18.9%	9.7%	0.8%	0.8%	2.0%	32.1%			
Total	Count	129	108	132	152	120	641			
	% of Total	20.1%	16.8%	20.6%	23.7%	18.7%	100.0%			
			Item 19				Total	$\bar{X}$	SD	
		1.00	2.00	3.00	4.00	5.00			2.93	1.43
Yes 19	Count	12	56	111	134	103	416			
	% of Total	1.9%	8.7%	17.3%	20.9%	16.1%	64.9%			
No 19	Count	135	63	6	10	11	225			
	% of Total	21.1%	9.8%	0.9%	1.6%	1.7%	35.1%			
Total	Count	147	119	117	144	114	641			
	% of Total	22.9%	18.6%	18.3%	22.5%	17.8%	100.0%			

When Table 2 is examined, a high yes rate in the application behaviours dimension draws attention with 65.57%. According to the students, teachers show application behaviours in the classroom quite a lot. In this dimension, the high participation rate is 73.8% for asking timely and effective questions in the class in Item 14. Then, comes item 8 with a rate of 71.8%, which is knowing strategies for time management. According to the students, the application behaviours displayed by the teachers in the classroom affect students' success at a medium level (X = 3.01). When the table is analysed, it is seen that the effect of application behaviours of teachers on the student's success is in item 8, with the highest participation rate for always and frequently being 46.8%; then comes Item 14 with the participation rate for always and often being 43.6%. The lowest participation rate is 49.9% for never and rarely for Item 7, and then Item 13 attracts attention with a 47.3% rate.

3.3. Findings regarding consolidation behaviours

The percentage, frequency, arithmetic mean (M) and SD results of the scale's consolidation behaviours items are summarised in Table 3.

Table 3. Cross tabulation of items and yes–no answers for consolidation behaviours

		Item 20					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.99	1.47
Yes	Count	16	61	92	136	124	429		
20	% of Total	2.5%	9.5%	14.4%	21.2%	19.3%	66.9%		
No 20	Count	129	61	5	7	10	212		
	% of Total	20.1%	9.5%	0.8%	1.1%	1.6%	33.1%		
Total	Count	145	122	97	143	134	641		
	% of Total	22.6%	19.0%	15.1%	22.3%	20.9%	100.0%		
		Item 21					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.99	1.50
Yes	Count	3	33	91	142	138	407		
21	% of Total	0.5%	5.1%	14.2%	22.2%	21.5%	63.5%		
No 21	Count	157	74	1	2	0	234		
	% of Total	24.5%	11.5%	0.2%	0.3%	0.0%	36.5%		
Total	Count	160	107	92	144	138	641		
	% of Total	25.0%	16.7%	14.4%	22.5%	21.5%	100.0%		
		Item 22					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.03	1.45
Yes	Count	1	37	101	158	121	418		
22	% of Total	0.2%	5.8%	15.8%	24.6%	18.9%	65.2%		
No 22	Count	143	70	2	5	3	223		
	% of Total	22.3%	10.9%	0.3%	0.8%	0.5%	34.8%		
Total	Count	144	107	103	163	124	641		
	% of Total	22.5%	16.7%	16.1%	25.4%	19.3%	100.0%		
		Item 23					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.04	1.47
Yes	Count	4	32	109	146	134	425		
23	% of Total	0.6%	5.0%	17.0%	22.8%	20.9%	66.3%		
No 23	Count	144	64	4	3	1	216		
	% of Total	22.5%	10.0%	0.6%	0.5%	0.2%	33.7%		
Total	Count	148	96	113	149	135	641		
	% of Total	23.1%	15.0%	17.6%	23.2%	21.1%	100.0%		
		Item 24					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.03	1.50
Yes	Count	5	34	87	145	138	409		
24	% of Total	0.8%	5.3%	13.6%	22.6%	21.5%	63.8%		
No 24	Count	149	71	4	3	5	232		
	% of Total	23.2%	11.1%	0.6%	0.5%	0.8%	36.2%		
Total	Count	154	105	91	148	143	641		
	% of Total	24.0%	16.4%	14.2%	23.1%	22.3%	100.0%		
		Item 25					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.97	1.48
Yes	Count	2	27	97	141	130	397		
25	% of Total	0.3%	4.2%	15.1%	22.0%	20.3%	61.9%		
No 25	Count	157	77	9	1	0	244		
	% of Total	24.5%	12.0%	1.4%	0.2%	0.0%	38.1%		
Total	Count	159	104	106	142	130	641		
	% of Total	24.8%	16.2%	16.5%	22.2%	20.3%	100.0%		
		Item 26					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.29	1.35
Yes	Count	4	42	90	160	153	449		

		1.00	2.00	3.00	4.00	5.00	Total		X̄	SD
26	% of Total	0.6%	6.6%	14.0%	25.0%	23.9%	70.0%			
No 26	Count	130	58	3	1	0	192			
	% of Total	20.3%	9.0%	0.5%	0.2%	0.0%	30.0%			
Total	Count	134	100	93	161	153	641			
	% of Total	20.9%	15.6%	14.5%	25.1%	23.9%	100.0%			
				Item 27				Total	X̄	SD
		1.00	2.00	3.00	4.00	5.00			3.29	1.35
Yes	Count	0	23	137	160	147	467			
27	% of Total	0.0%	3.6%	21.4%	25.0%	22.9%	72.9%			
No 27	Count	89	76	3	4	2	174			
	% of Total	13.9%	11.9%	0.5%	0.6%	0.3%	27.1%			
Total	Count	89	99	140	164	149	641			
	% of Total	13.9%	15.4%	21.8%	25.6%	23.2%	100.0%			
				Item 28				Total	X̄	SD
		1.00	2.00	3.00	4.00	5.00			3.03	1.46
Yes	Count	0	30	91	142	134	397			
28	% of Total	0.0%	4.7%	14.2%	22.2%	20.9%	61.9%			
No 28	Count	138	92	7	7	0	244			
	% of Total	21.5%	14.4%	1.1%	1.1%	0.0%	38.1%			
Total	Count	138	122	98	149	134	641			
	% of Total	21.5%	19.0%	15.3%	23.2%	20.9%	100.0%			
				Item 29				Total	X̄	SD
		1.00	2.00	3.00	4.00	5.00			3.04	1.46
Yes	Count	2	29	90	159	127	407			
29	% of Total	0.3%	4.5%	14.0%	24.8%	19.8%	63.5%			
No 29	Count	139	84	4	4	3	234			
	% of Total	21.7%	13.1%	0.6%	0.6%	0.5%	36.5%			
Total	Count	141	113	94	163	130	641			
	% of Total	22.0%	17.6%	14.7%	25.4%	20.3%	100.0%			
				Item 30				Total	X̄	SD
		1.00	2.00	3.00	4.00	5.00			3.12	1.44
Yes	Count	0	43	98	156	136	433			
30	% of Total	0.0%	6.7%	15.3%	24.3%	21.2%	67.6%			
No 30	Count	125	71	5	4	3	208			
	% of Total	19.5%	11.1%	0.8%	0.6%	0.5%	32.4%			
Total	Count	125	114	103	160	139	641			
	% of Total	19.5%	17.8%	16.1%	25.0%	21.7%	100.0%			
				Item 31				Total	X̄	SD
		1.00	2.00	3.00	4.00	5.00			2.94	1.47
Yes	Count	3	40	100	134	121	398			
31	% of Total	0.5%	6.2%	15.6%	20.9%	18.9%	62.1%			
No 31	Count	151	83	0	3	6	243			
	% of Total	23.6%	12.9%	0.0%	0.5%	0.9%	37.9%			
Total	Count	154	123	100	137	127	641			
	% of Total	24.0%	19.2%	15.6%	21.4%	19.8%	100.0%			

When students' views on consolidation behaviours are examined, 65.47% of the teachers show these behaviours in the classroom. The highest participation rate of in dimension is for Item 27, with 72.9%, which is behaves smiling when interacting with the student. When the table is examined, the consolidation behaviours exhibited by the teachers affect students' success at a medium level (X = 3.05).In this dimension, 51.8% of the students reported that the teachers were occasionally smiling when they interact with the student. This high rate is quite remarkable. When the items are

examined, the lowest participation rate never and rarely draws attention to Item 31 with 43.2%, where in this item is about attracting the attention of students and protecting them.

3.4. Findings regarding evaluation behaviours

The percentage, frequency arithmetic mean (*M*) and SD results of the scale's evaluation behaviour items are summarised in Table 4.

Table 4. Cross tabulation of items and yes–no answers for evaluation behaviours

		Item 32					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.14	1.32
Yes	Count	6	46	159	138	122	471		
32	% of Total	0.9%	7.2%	24.8%	21.5%	19.0%	73.5%		
No 32	Count	83	77	3	4	3	170		
	% of Total	12.9%	12.0%	0.5%	0.6%	0.5%	26.5%		
Total	Count	89	123	162	142	125	641		
	% of Total	13.9%	19.2%	25.3%	22.2%	19.5%	100.0%		
		Item 33					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		2.88	1.46
Yes	Count	5	36	103	126	115	385		
33	% of Total	0.8%	5.6%	16.1%	19.7%	17.9%	60.1%		
No 33	Count	158	85	2	8	3	256		
	% of Total	24.6%	13.3%	0.3%	1.2%	0.5%	39.9%		
Total	Count	163	121	105	134	118	641		
	% of Total	25.4%	18.9%	16.4%	20.9%	18.4%	100.0%		
		Item 34					Total	$\bar{X}$	SD
		1.00	2.00	3.00	4.00	5.00		3.15	1.25
Yes	Count	2	65	173	132	117	489		
34	% of Total	0.3%	10.1%	27.0%	20.6%	18.3%	76.3%		
No 34	Count	63	78	6	4	1	152		
	% of Total	9.8%	12.2%	0.9%	0.6%	0.2%	23.7%		
Total	Count	65	143	179	136	118	641		
	% of Total	10.1%	22.3%	27.9%	21.2%	18.4%	100.0%		

When the table is analysed, according to the students, 69.97% of the teachers display their evaluation behaviours in the classroom. Students reported the highest attendance for Item 37, with a rate of 76.3%; this item is about evaluating educational technology innovations with students. The lowest participation in this dimension was for Item 33, with a rate of 60.1%. Item 33 is about sharing personal development of students with his/her family. When the table is analysed, teachers' evaluation behaviours in the classroom affect student achievement at an intermediate level (*X* = :3.06).When the items are examined, the highest participation rate always and frequently draws attention to Item 32 with 41.7% rate, which is about sharing information acquired by students about their developmental characteristics with them. In this dimension, the lowest participation rate was for Item 33 with never and rarely and with 44.3%.

4. Discussion and conclusion

The results of the research show that when the opinions of high school students are examined, teachers show 65.67% of planning behaviours in the classroom, while they show 65.57% of application behaviours, 65.47% of consolidation behaviours and 69.97% of evaluation behaviour. The highest percentage is in evaluation behaviour. In evaluation behaviours, teachers usually do the following: share the information acquired by students about their developmental characteristics with them or

share the personal development of students with his/her family or evaluate educational technology innovations with students. In planning behaviours the teachers explain the objectives of the course to students, or determine the classroom rules with the students, or are aware that students have different learning features. Planning behaviours includes arranging the seating arrangement in a way that makes it easier for students to learn, or knows strategies about time management, or adapts to new ideas and changes. Consolidation behaviours are as follows: acts democratic or listens students effectively or values students' ideas.

According to the research studies, a positive relationship was determined between teacher affinity, academic achievement and classroom participation (Celik, Orenoglu Toraman & Celik, 2018). While having a good teacher can increase students' self-confidence and learning skills, having a bad teacher can destroy their self-confidence and learning skills (Cinkir, 2004). Effective teachers' behaviour correlates with students' success (Tilfarlioglu & Akil, 2012). For the formation of positive teaching behaviours, the importance of the examples, situations and attitudes that teachers encounter during their undergraduate education period should not be forgotten (Kocak & Onen, 2011). In order to develop a positive learning environment, teachers can get support from things like classroom environment, motivation and constructive thinking methods to mistakes (Sieberer-Nagler, 2016). According to the students, when the teachers use different teaching techniques in the classroom, the students understand better. It is also effective on the behaviour and activities of students when the teacher is friendlier in the lesson and the teacher has a positive attitude towards students (Mehdipour & Balaramulu, 2013). Positive teacher behaviours are also effective on improving the behaviour of students who do not take duties and responsibilities in the classroom. In this way, students' classroom behaviour can be improved (Varga, 2017). The relationships that you build with your students will have a huge impact on their academic achievement as well as the way in which they behave (Vijayan, Chakravarthi & Philips, 2016). When weak relationships occur with the teacher in the classroom, students may have difficulties in learning the lesson, and the teacher may have problems motivating students to learn the lesson (Leoanak & Amalo, 2018). The positive behaviour of teachers in the classroom is also influential on student development. The friendly attitude of the teacher in the classroom contributes to the development of students' self-regulation skills (Shahmohammadi, 2014). As a result, the research expected that the positive behaviours that teachers carry out in the classroom at a high rate will have a high or very high-level effect on student success. In the following studies, the change of positive teacher behaviour with other variables can be examined, and levels of prospective teachers rather than high school students can be determined and the effect of appropriate methods and techniques on this variable can be revealed.

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