

Effective Teaching Behaviours in a Village School

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Abstract This study aims to reveal effective teaching behaviours in a village school. The study group of this research consisted of one principal, one vice principal, two students attending this school and two parents who had students in this school. Data were collected using interviews and observation. In the present study, the effective teaching behaviours of an effective village teacher in their relationships with their colleagues, parents and students were revealed. The data were analysed using the content analysis technique. Measures were taken to increase validity and reliability in data collection, processing and analysis processes. Themes were formed from the data obtained from the participants. The views of an effective village teacher on classroom management, students' academic achievement, and the behaviours they exhibit in their relationships with parents and colleagues were revealed.

Keywords: Village teacher, effective teacher, teacher behaviours.

About the Article

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Introduction

In societies where social inequality is transmitted between generations as a legacy, individuals belonging to disadvantaged groups cannot fully benefit from the right to education granted to them both internationally and by the laws of their own states. In today's modern societies, education plays a crucial role in determining the position of individuals. Therefore, quality education should be provided to all students in society as a fundamental human right. Quality education is a very important element in eliminating social inequalities. To say that there is equality of opportunity in education, the difference in academic achievement between students should only be due to their individual and natural abilities and predispositions. Unfortunately, studies have concluded that the difference in students' academic achievement is mainly due to the socioeconomic characteristics of the students, the differences in the region where they live and gender-based discrimination (Dinçer & Kolaşın, 2009; Kandemir & Kaya, 2010). Education policies should be formulated and implemented in a way to minimise socioeconomic characteristics, differences in the geographical region they live in and gender-based discrimination so that each individual can benefit equally from education. Effective teachers are one of the factors that can create equal opportunities for students in the education system. It is possible to ensure the students' success in all segments of society through qualified and effective teachers (Buchanan, 2012; Darling-Hammond, 2000; Mendro, 1998; Nye et al., 2004; Wright et al., 1997). This is especially important for disadvantaged students. Kawell (2008), as a result of his study on students with a high degree of poverty and low socio-economic level, stated that these students gained academic success thanks to effective teachers. From this perspective, teacher effectiveness is one of the factors affecting student achievement (Rushton et al., 2007; Seidel & Shavelson, 2007).

Therefore, it is crucial to define the qualities of effective teachers conceptually and determine the positive or negative variables affecting teacher effectiveness. There are various definitions of the concept depending on the variables used in the process of evaluating teacher effectiveness. The most important of these variables is student achievement. In this framework, teacher effectiveness is considered making an effort for student achievement (Liston et al., 2008) and teacher qualities that shape education at the classroom level to increase student achievement (Little et al., 2008; Creemers et al., 2013). On the other hand, teacher effectiveness is also defined as teacher competencies for organising effective teaching and learning environments in the context of Bandura's (1977) concept of self-efficacy (Muijs, 2006). Based on these definitions, teacher effectiveness can be defined as a set of activities carried out by teachers who have the ability to organise effective teaching and learning environments to increase student achievement. There is an important search in the literature on what the basic elements of effective teaching are. In this context, the concept of teacher effectiveness or effective teaching has attracted the attention of social scientists and important studies have been conducted on the subject in recent years (Stronge et al., 2011; Stronge, 2013). In such studies, in addition to student achievement-oriented

measurements, teacher effectiveness is tried to be measured through various methods such as student evaluations, principal evaluations, teacher self-evaluation reports and portfolios. When the studies on teacher effectiveness in Turkey are analysed, teacher effectiveness according to teacher perceptions, teacher effectiveness according to student perceptions, and studies in which teacher effectiveness is tried to be determined by classifying the findings obtained from effectiveness studies draw attention (Karakelle, 2005). However, to our knowledge, student, class and school-level variables related to teacher effectiveness have not been analysed, and studies on the level of effectiveness of these variables have not been conducted so far, which has been under-researched. This study aimed to reveal effective teaching behaviours in a village school. In the study, answers to the following questions were sought with the participation of school stakeholders.

Research Questions:

- 1- How is the classroom management of an effective village teacher?
- 2- What does an effective village teacher do for the academic development of students?
- 3- What are the personal characteristics of an effective village teacher?
- 4- What are the relations of an effective teacher with the environment?
- 5- What are the relations of an effective teacher with his/her colleagues?

Methodology

Research Model

This study, which aims to reveal effective teacher behaviours in a village school, was designed with a case study design, one of the qualitative research designs. In a case study, an event, phenomenon or case that occurred at a certain time and place is analysed comprehensively. The case in question is handled within its own limited system in the context of a certain time and place (Denzin & Lincoln, 1994). This case is then examined in depth through detailed analyses (Creswell, 2002). Yin (2011) argued that all case study research begins with the desire to understand and uncover a single case or a small number of cases closely or in depth. When a researcher wants to examine what really happened or how and why it happened about a case, he/she should prefer a case study design (Yin, 2006). This study aims to examine effective teaching behaviours in a village school.

Study Group

The study group of this research was determined by the purposive sampling method which is generally used in qualitative studies (Maxwell, 2005). In this study, one principal, one vice principal, two students attending this school and two parents of students in a village school that the researcher could easily reach participated. This village school, which had both a primary school and a secondary school, was opened for education and training in 2005. The school was located 25 kilometers from the district centre. The school had 52 primary school and 45 secondary school students. There is one branch from each grade level in the school. There are four classes, one kindergarten, one mathematics, one science, one religious culture and ethics, one Turkish, one English, one social studies, one physical education and one information technology teacher. There is also one principal and two vice principals. The school has nine classrooms, one computer lab, one science lab, one library, one teacher's room and a cafeteria for transported students. The population of the village where the school is located was less than 1000. The people of the village made their living mostly by stockbreeding and chauffeuring. The socio-economic level of the village was low. There were no students whose parents were university graduates. Information about the participant school administrators is given in Table 1.

Table 1.

Data on School Administrators

Participants	Workplace	Seniority	Length of Service at this School	Gender
Principal (PR1)	Secondary School- Primary School	16	5	Male
Assistant Principal (PR2)	Secondary School	9	3	Male

As seen in Table 1, one principal and one vice principal participated in this study. The seniority of the school principal was higher than that of the vice principal. Information about the students is shown in Table 2.

Table 2.

Data related to Students

Participating Students	Class	Gender
Student 1 (S1)	7	Female
Student 2 (S2)	8	Male

One female student and one male student participated in this study. The female student was in the 7th grade and the male student was in the 8th grade. Information about the parents is given in Table 3.

Table 3.

Data related to Parents

Participating Parents	Age	Gender	Occupation
Parent 1 (P1)	32	Female	Housewife
Parent 2 (P2)	27	Female	Housewife

Both of the parents who participated in this study were women and housewives.

Data Collection

In this study, the effective teaching behaviours of teachers working in a village school were examined in detail. Interview and observation techniques were preferred as data sources. The data were collected in May and June of the 2021-2022 academic year. Accordingly, the fieldwork of this research lasted 1.5 months. In total, the school was visited four times. During these visits, observations were made in the classrooms, teachers' room and school corridor. With these observations, the boards in the classrooms and corridors were examined. The behaviour of students and teachers at school was also observed. Interviews were also conducted on the days of the fieldwork. Interviews were conducted in the principal's office, the deputy principal's office and the school library. Interviews with students and parents were conducted after the end of the school day. For the interviews, interview forms were prepared separately for each participant group. Firstly, a literature review was conducted to create the interview forms. A question pool was created based on the literature, and the questions in the pool were categorised according to the types of participants. After these interview forms were created, they were sent to two experts who conducted research on effective teaching in the field. As a result of the feedback given by the experts, necessary corrections were made and the interview forms were finalised. The date of the interview, the place of the interview, the duration of the interview and the part where the demographic information of the participant was asked were added to the interview forms by considering each participant group. In the interview, the participants were first asked demographic questions about themselves. In the interview form, questions about information, questions reflecting ideas and thoughts, questions revealing experiences and questions about emotions were asked.

Interviews were conducted face to face. Before the interviews, all details about this research were explained to the participant's parents and students, especially the school principal and vice principal. The interviews were conducted by being present at the places where the interviews would be held at the appointment times and the interviews lasted 20-30 minutes. Voice recordings were taken during the interviews with the

consent of the participants. It was aimed to analyse the views of the participants in more depth by audio recording the interviews.

Ethical Approval

Before the research data were collected, ethical approval was obtained from the Kırıkkale University Social and Human Sciences Research Ethics Committee. In the research, interview forms were prepared, and data were collected by observation. On the main page of the form, the participants were informed about the purpose, scope and confidentiality of the data, and it was stated that participation was voluntary, and participation in this research was ensured in line with the consent of the willing participants.

Data Analyses

In this study, which aims to reveal the effective teacher behaviours exhibited by a village teacher, descriptive analysis using qualitative data analysis techniques was used. The data collected through observation and interviews was transcribed, and findings were given and interpreted by making direct quotations. Since generalisations cannot be made in qualitative research, it is necessary to explain and convey the situation clearly. In this research, direct quotations were presented in the text, in quotation marks, in italic font and without any changes. At the beginning of each direct quotation, explanatory abbreviations showing where and with whom the quotation was made were included.

Validity and Reliability

It is necessary to ensure the credibility, transferability, consistency and confirmability of qualitative research (Lincoln & Guba, 1985; Yin, 2003). To ensure the credibility of the research, the duration of the observation and the duration of the interview were kept long and the interaction time of the researcher with the situation was increased. The participant's confirmation was requested in the notes taken as a result of the observation and interview. For the participant to be comfortable during the interview, they were given detailed information about this study and no note was taken without the participant's confirmation.

The interview data were transferred to paper and the participant was allowed to read them. The participants were asked to express their opinions about the interview and to indicate if there was anything they wanted to add or remove. In this research, it was tried to ensure transferability by including detailed descriptions. All details about the situations and actions in this research were presented for the reader's information by making descriptions. This detailed description is also included in the method section of the study. How the participants were selected, how the data were collected, and the analysis phase were described in detail. In this study, independent researcher opinion was taken to ensure consistency. An expert who conducted research on the subject in the field was consulted. To obtain the expert's opinion on this research, firstly, a

telephone call was made and then this study was sent to him electronically. After receiving the expert opinion, the necessary arrangements were made, and consistency was ensured in this way. In the last stage, it was aimed to ensure the confirmability of this research by applying the expert opinion to the codes and themes created as a result of the analysis made with the collected data. It was concluded that the codes and themes formed by the researcher as a result of the analyses were appropriate.

Findings and Interpretation

The findings obtained from the interviews related to the questions determined in the present research are presented in this section.

In this research, firstly, the question "How is the classroom management of an effective village teacher?" was sought to be answered, and interviews were conducted. The findings showed that, an effective village teacher was careful about the students' compliance with the classroom rules, communicated well with the students, used materials in the lessons, used the technological devices in the classrooms well, and was sensitive about the class entry and exit times. On the other hand, it was determined that they gave appropriate reactions to the positive and negative behaviours exhibited by the students. The statements of the participant students regarding the classroom management of an effective village teacher are as follows:

(S1) Our teacher always asks how we and our families are before starting the lesson. He checks whether we have friends who do not come to class. He usually asks questions about the previous lesson to check whether we are prepared for the lesson. This is how he ensures that we repeat the topics we have covered in the lessons. He never allows us to talk without permission during the lesson. He always warns those who speak without permission.

(S2) We have smart boards in our classes. In some lessons, we only look at the lectures related to the subject we will cover and this is not interesting after a while. Some of our teachers prepare games for us about the subjects in the lessons in a digital environment. Thanks to these games, I think I learn better and what I have learnt is permanent.

(PR1) Sometimes, even if the bell rings in the corridor in front of the classrooms, the noise does not stop. The noise continues until the teacher on duty or the teacher of that lesson comes and warns them. The students of the noisy class go to their classes at the next hour when the bell rings without making any noise. Here, the students actually act according to the teacher of the lesson. In the classrooms where teachers establish order in the classrooms and maintain order, the students enter their classrooms as soon as the bell rings and wait for their teachers to be ready for the lesson because they know the teacher well.

When the answers to the question of what the behaviors of an effective teacher to increase the academic achievement of students were examined, the teacher came to the lessons in a planned manner, assigned homework regularly, followed up on the students' homework, used different resources, made evaluations about achievements, and cooperated with other teachers, parents, and school administration. It was stated that an effective teacher frequently invited students' parents to school, made evaluations with the school administration and other teachers when there was a decrease in students' interest in the lessons, and dealt with the students one-on-one. The participants' statements regarding the behaviors of an effective village teacher to increase students' academic achievement are as follows: (PR1) Effective teachers follow up with students very well. In meetings, they give detailed information about the students' situations and discuss what they can do. When they notice a student who has decreased interest in the lesson, if they cannot find a solution themselves, they ask for help from the school administration. We invite the parents to the school and have a meeting with the teacher. Together we think about how to solve the problem, and finally, we prepare a plan. Unfortunately, not every teacher shows the same sensitivity to the same student in the same class. This is also the case with absenteeism. Since our school is located in a village, sometimes we even go to the houses with our teacher and call the absent students. However, the number of students is not very high. Under the leadership of some of our teachers, we started a student coaching system in our school. We divided our students equally among all our teachers and held monthly meetings to make evaluations. But again, not all our teachers really do these things. Effective teachers always think about their students.

(PR2) Effective teachers are especially interested in students who are not economically well-off and who are diligent. They distribute the auxiliary resource books they collect from stationery shops and acquaintances to students. If they have difficulties in obtaining reference books, we also help them. This is not only the case with reference books. They also show the same sensitivity in adding books to the library. Schools were suddenly closed during the pandemic. If I am not mistaken, it was the second week when our teacher called and said that she had prepared worksheets for the students and wanted to come to the village to distribute them if possible. We took our teacher to the village and distributed those worksheets to the students one by one with our help.

When the views of the participant school administration were analysed, it was seen that effective village teachers played a very active role in increasing the academic achievement of students. Teachers showed close interest in increasing the academic success of students. In a situation such as the pandemic process, which affects all our lives, it was seen that effective teachers strived for the academic success of students. We can interpret this situation as an indication that the low number of students in the village school where this study was conducted was turned into an opportunity. The low number of students in the village school might create the opportunity to get to know all students better. On the other hand, the low socio-economic status of the environment where the school was located caused students not to participate in distance education,

especially during the pandemic process, and this situation led teachers to apply different methods for their students.

(P2) My son is a student in the 5th grade. Since the primary school teacher was the only one, we were always in contact. When I switched to secondary school, I could not see that interest in all teachers. Now, there is a teacher who is interested in my son and is in contact with us. She calls when my son is absent. At school, there is a paper on which we sign the weekly work of the students. If he does not fulfill the tasks given there or does them incompletely, that teacher contacts me. He called us to school every week for a while. Every week, he gave seminars on different topics related to students. For example, one week he talked about the importance of regular study. One week he talked about issues related to students' adolescence. One week he explained how students should study. In short, this teacher does everything to ensure our students do well in their lessons; she is very caring.

When we look at the views of the participant parents, they stated that effective teachers were in constant communication with them. Again, based on the opinions in the statements, we can say that an effective teacher creates a student coaching system for the academic success of the students. They followed the academic studies of the students during certain periods and made evaluations. Effective teachers gave seminars to the parents for the personal development of the students, and in these seminars, they told the parents what they should do to increase the students' academic success.

(S1) When you asked this question, only one teacher came to my mind. He is very interested in us. She is interested in everything, but she especially works hard to make sure that our lessons are good. She always talks about how she grew up in the village and that we should work hard and live our lives in better conditions. She is more like a big sister than a teacher. She checks the homework one by one, and if we haven't done it, she pulls us out and talks to us. She is in constant communication with our families. She calls them to school. He never spends his lessons idle. During the pandemic period, on a day when schools were open, our teacher had a lesson, but our teacher did not come to school because he was in contact. The vice principal came to the classroom from our teacher's class and opened the smart board and connected with our teacher using Zoom. We were in the classroom, and our teacher did all his lessons at home that week in this way.

When the views of the participant students were analysed, effective teachers were active in their lessons, used time efficiently in their lessons, were not absent from school, and found alternatives to avoid missing lessons even in cases of compulsory absenteeism. Effective teachers always followed up on the assignments they gave to students and checked the results. Effective teachers' controlling the assignments and giving feedback to students minimised learning losses.

When the findings related to the personal characteristics of effective teachers were examined, it was seen that the teacher exhibited patient, tolerant, compassionate, smiling, respectful, polite and understanding behaviours. It was stated by the participants that the teacher reacted patiently to the negative behaviours of the students and exhibits friendly behaviours towards fellow teachers, parents and students. Some findings regarding the personality traits of an effective village teacher are given below.

(PR1) There are students in our school whose economic situation is not good. She brings the clothes she collects from her neighbourhood to school and distributes them to the students. We have students with broken families. She takes care of them more closely and does everything she can to help them succeed. The teacher also takes a close interest in friends. She organises visits to those who have given birth, had a wedding or a funeral. He/she gives positive energy to his/her environment.

When we looked at the views of the participant school administrator, an effective village teacher was closely interested in students and colleagues, was friendly and had a positive effect on his/her environment. It was also stated in the interviews that he/she was helpful to students who were not in a good economic situation.

(P1) My daughter did not like to have breakfast in the morning and she used to take biscuits or bagels to school. One day the teacher called me from the school and invited me to the school. We talked in the library and she said that my daughter should definitely have breakfast. We called my daughter and talked to her, too. Since that day, my daughter has not gone to school without having breakfast.

When the findings of the research on the relations of an effective village teacher with his/her environment were examined, effective teachers had warm relations with parents and village people; they mostly contacted effective teachers first on school-related issues; they usually planned their free lessons to meet with parents; these meetings were usually at the school, but sometimes at the parents' homes. It was stated by the participants that students who had graduated before often came to the school and met with the teacher. It was also found that effective teachers had good relations with their colleagues. It was stated that they were in cooperation with their colleagues. Some of the participants' views on the relationship of an effective village teacher with his/her environment and colleagues are given below.

(PR2) Effective teachers' communication with parents is continuous and does not only stop with parent-teacher meetings. During free periods, you will either see a parent at school or he/she will ask permission to go to a parent's house. This communication is not only with parents; it also includes other people in the village. If there is a funeral, wedding, etc., he definitely visits. Sometimes, we ask for help from our teacher if there is a job to be done by the parents. Every year when spring comes, we offer treats to the students in the school garden. Last time, we offered pancakes to the students. Our teacher had arranged for volunteer female parents to make pancakes. The parents came to the school immediately after our teacher called them.

(PR1) Effective teachers are in constant cooperation with their colleagues. They take the lead in solving problems related to students at school together. If a teacher has a special situation and something needs to be done as a school, he/she is always at the forefront.

When the opinions of the participant school administrators were analysed, it was seen that effective village teachers helped the school administration, gave importance to parent meetings, and were sensitive to developments, such as weddings and funerals, in the village where they worked. This findings suggest that this situation positively affects their communication with parents and increases their effectiveness with students.

(P1) He talks to us all the time. Sometimes we come across him in the bazaar or something and we chat immediately. He is very friendly. If there is a funeral in the village, you can see him at condolence houses. It is as if he is like someone from the village.

(S2) Sometimes our graduates come to school. They immediately meet with that teacher. Our teacher still takes care of them. They also visit them at home and sometimes I see their photos.

When we look at the views of the participant students, the findings suggest that an effective village teacher has good relations with the students and continues to meet with the graduated students. That is why graduate students visit their teachers and maintain their bilateral relations.

Discussion and Conclusion

The first finding of this study is related to the interview results regarding the classroom management behaviours exhibited by an effective village teacher. Accordingly, the findings include that an effective classroom teacher ensures that students comply with classroom rules, communicates effectively in the classroom, uses technological devices in teaching activities in the classroom and uses materials in lessons. Similar findings are consistent with the previous studies in the literature (Bozkuş & Taştan, 2016; Bozkuş & Marulcu, 2016; Özkan & Aslantaş, 2013; Şişman, 2020, Toraman, 2019).

Another finding of this study includes the results regarding the behaviours of an effective village teacher to increase the academic achievement of his/her students. Accordingly, the findings show that an effective village teacher comes to his/her lessons in a planned manner, follows the students well, gives homework regularly, makes use of different resources, and is in constant cooperation with other teachers, school administration and parents for the academic success of the students. It is seen that statements similar to this finding are in parallel with some studies in the literature (Dilekman, 2008; Hanselman, 2014; Özkan & Arslantaş, 2013; Raufelder et al., 2016; Sosu et al., 2010). This study finding showed that it is important for teachers working in areas with low socio-economic status to exhibit effective teaching

behaviours to ensure equal opportunities in education. The teacher knows the importance of the family in the academic success of children, but considering that the families living in the village have low levels of education, the teacher makes more effort for the students.

Another study finding includes results related to the behaviours of an effective village teacher's personality traits. Accordingly, the findings indicate that an effective village teacher exhibits patient, tolerant, compassionate, friendly, respectful, polite and understanding behaviours. Statements similar to this finding produced in the research are in parallel with some studies in the literature (Gourneau, 2005; Işıktaş, 2015; Korthagen, 2004; Lupascu et al., 2014; Özkan & Aslantaş, 2013; Strong, 2011; Telli et al., 2008). Personality traits, which are the most important factor affecting people's whole lives, are also important for the teaching profession. In this direction, it is seen that the participants offer opinions about the moral dimension of the teaching profession and care about this situation. There are some personality traits expected from those who will choose or have chosen the teaching profession. In this study, being understanding, patient, cheerful and smiling is one of the personality traits expected from a qualified teacher. The responsibility of showing moral values to children, youth and society and being a role model requires teachers to pay attention to their behaviours.

Another study finding includes results related to the behaviours of an effective village teacher regarding his/her relationship with his/her environment and colleagues. According to the findings of the research, an effective village teacher is sincere with the parents of the students, is with the people of the village on the days, such as weddings, engagements and funerals, in the village, makes home visits, and makes parent-teacher meetings in his/her free time at school. In the village, especially with female parents, the relationship goes beyond the teacher-parent relationship and is more like a friend-mate relationship. This situation causes the teacher to be valued more by the parents and more effective on the students. It is seen that statements similar to this finding produced in the research are in parallel with some studies in the literature (Ceylan & Akar, 2010; Çayak & Yaşar- Ergi, 2015; Özkan & Aslantaş, 2013; Şahin & Şahin, 2017). This effect of the teacher on parents also plays a positive role in the school's relationship with the environment. For schools to be successful, it is necessary to ensure coordination with the environment and establish close relations with it. Teachers' communication with parents is very important in reflecting the communication with the environment of the school. Again, it shows that an effective village teacher has good relations with his/her colleagues and is friendly, understanding, and reliable in the eyes of his/her colleagues. It was concluded that he/she works in cooperation with his/her colleagues and attaches importance to cooperation. It is seen that statements similar to this finding produced in the research are in parallel with some studies in the literature (Bakioğlu, 1998; Nathanaili, 2016; Nias, 1998; Sünbül, 1996; Taşkaya, 2012; Kozikoğlu & Senemoğlu, 2018). It is important for teachers to be in cooperation to carry out education and training activities effectively in schools. An effective teacher may need to establish good

relationships with colleagues, take good examples from them and apply them to help students achieve the goals of education and training. They may also need to cooperate with their colleagues to solve the problems they experience with students and overcome these problems.

Based on the findings obtained in this research, some suggestions for further research and practices are below.

- Similar studies on the characteristics of effective teachers can be conducted in environments with higher socio-economic levels.
- Quantitative studies can be performed on the behaviours of effective teachers.

Conflict of Interest and Ethical Statement

Since this research has a single author, there is no conflict of interest. I declare that the ethics committee approval required for this research was obtained from the Kırıkkale University Social and Human Sciences Research Ethics Committee and that ethical rules were followed in all processes of this research.

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Genişletilmiş Türkçe Özet

Toplumsal eşitsizliğin miras olarak nesiller arasında aktarıldığı toplumlarda dezavantajlı gruplara mensup bireyler kendilerine hem uluslararası hem de kendi devletlerinin yasalarıyla verilmiş olan eğitim hakkından tam olarak fayda sağlayamamaktadırlar. Günümüz modern toplumlarda bireylerin konumlarını belirlemede eğitim önemli bir yer edinmektedir. Bu yüzden kaliteli eğitim temel bir insan hakkı olarak toplumda bütün öğrencilere sağlanmalıdır. Kaliteli eğitim toplumsal eşitsizliklerin giderilmesi için çok önemli bir unsurdur. Eğitimde fırsat eşitliğinin olduğunu söylemek için öğrenciler arasındaki akademik başarı farkının sadece bireysel ve doğal yetenek ve yetkinliklerinden kaynaklanması gerekmektedir. Toplumun her kesiminden gelen öğrencilerde başarıyı nitelikli ve etkili öğretmenler sayesinde sağlamak mümkündür. Öğretmen etkililiği, etkili öğretme ve öğrenme ortamlarını organize edebilmeye yönelik yeteneklere sahip öğretmenlerin öğrenci başarısını artırmaya dönük yaptıkları etkinlikler bütünüdür.

Bir köy okulunda etkili öğretmen davranışlarını ortaya çıkartmayı amaçlayan bu çalışma nitel araştırma desenlerinden durum çalışması deseniyle tasarlanmıştır. Araştırmada; etkili bir köy öğretmenin sınıf yönetimi nasıldır; etkili bir köy öğretmeni öğrencilerin akademik gelişimleri için neler yapmaktadır; etkili bir köy öğretmenin kişisel özellikleri nelerdir; etkili bir öğretmenin çevreyle olan ilişkileri nasıldır ve etkili bir öğretmenin meslektaşları ile ilişkileri nasıldır sorularına cevap aranmıştır. Bu araştırmanın çalışma grubu, genellikle nitel çalışmalarında kullanılan amaçlı örnekleme yöntemiyle belirlenmiştir (Maxwell, 2005). Bu araştırmanın çalışma grubunu araştırmacının kolay bir şekilde ulaşabileceği bir köy okulunda görev yapan 1 müdür, 1 müdür yardımcısı, bu okulda eğitim öğretime devam eden 2 öğrenci ve bu okulda öğrencisi bulunan 2 veli oluşturmaktadır. Çalışmada veriler yarı yapılandırılmış görüşme formuy ve gözle yoluyla toplanmıştır. Bu çalışma da nitel veri analiz tekniklerinden betimsel analiz kullanılmıştır. Gözlem ve görüşme yapılarak toplanan veriler yazıya dökülmüş, direk alıntılar yapılarak bulgular verilmiş ve yorumlanmıştır. Nitel araştırmada genelleme yapılamayacağı için durumun net bir biçimde açıklanması ve aktarılması sağlanmıştır. Araştırmada doğrudan alıntılar, metin içinde verilirken, tırnak içerisinde, italik yazı karakterinde ve üzerinde hiçbir değişiklik yapılmadan sunulmuştur.

Araştırma da etkili bir köy öğretmenin sınıf yönetimi ile ilgili veriler elde edilmiştir. Etkili bir köy öğretmenin öğrencilerin sınıf kurallarına uyulması konusunda dikkatli olduğu; öğrencilerle iyi bir iletişim kurduğu, derslerde materyal kullandığı ve sınıflarda bulunan teknolojik aletleri iyi kullandığı ve ders giriş çıkış süreleri konusunda da hassas davrandıkları görülmüştür. Diğer yandan öğrencilerin sergilemiş olduğu olumlu ve olumsuz davranışlara uygun tepkiler verdiği tespit edilmiştir. Araştırma da etkili bir köy öğretmenin öğrencilerinin akademik başarısını arttırmaya yönelik davranışlarına ilişkin veriler elde edilmiştir. Bu verilerle elde ettiğimiz sonuçlara göre etkili bir köy öğretmenin öğrencilerin akademik başarısını arttırmak için derslerine planlı geldiği, öğrencileri iyi bir şekilde takip ettiği, düzenli olarak ödev verdiği, farklı kaynaklardan

yararlandığı, diğer öğretmenlerle, okul idaresiyle ve velilerle öğrencilerin akademik başarısı için sürekli iş birliği içerisinde olduğu görülmektedir. Araştırma da etkili bir köy öğretmenin sabırlı, hoşgörülü, şefkatli, güleryüzlü, saygılı, kibar ve anlayışlı davranışlar sergileyen bir kişiliğe sahip oldukları sonucuna ulaşılmıştır. Etkili bir öğretmenin hem meslektaşlarıyla hem de velilerle iyi ilişkiler kurduğu görülmüştür. Özellikle öğrenci velileriyle samimi olmuşlar, ev ziyaretleri yapmışlar ve veli görüşmelerine yer vermişlerdir.

Araştırma bulgularına dayanarak sonraki araştırmalara ve uygulamalara yönelik aşağıda bazı önerilerde bulunulmuştur.

Etkili öğretmenlerin özelliklerine ilişkin sosyo-ekonomik düzeyi yüksek olan çevrelerde de bu çalışmaya benzer nitel çalışmalar yapılabilir.

Etkili öğretmenlerin davranışlarına ilişkin nicel çalışmalar yapılabilir.

Araştırma sonuçlarının daha genellenebilir olması için, araştırma daha geniş örneklem üzerinde gerçekleştirilebilir.

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