

INDIVIDUAL RELATIONSHIP FORMS OF CLASSROOM TEACHERS WITH STUDENTS HAVING ACADEMIC RETARDATION

Prof. Dr. Mehmet Tařdemir
Ahi Evran Üniversitesi
mttasdemir1963@gmail.com

Öğr. Gör. Figen Tařdemir
Ahi Evran Üniversitesi
ftasdemir@ahievran.edu.tr

Öğrtm. Ali Cemal Köksal
MEB
k_oksal@hotmail.com

Öğrtm. Volkan Keskinliç
MEB
volkan.mat@hotmail.com

Öğrtm. Cem Şahin
MEB
cemsahin40@yahoo.com

Abstract

As a profession primary school teacher has important effects on students' academic and other developments. In this aspect primary school teachers are responsible for teaching all lessons (except some branch teacher assignments) and the whole day's education of a single class. Classrooms have a feature that keeps students at different level of academic development. In this process, the attitudes of teachers towards all the students in their classes have an important feature that determines the level of communication.

In this research, it was tried to find out how the individual relations of the primary school teachers with the students who have academic retardation. This study is a qualitative case study. Participants of the research reported 229 opinions on the relationship of primary school teachers with students that have academic retardation. While 30 of these opinions reported positive behaviour, 199 views reported negative behaviour. According to this, teachers show more negative behaviours to students with academic retardation than positive behaviours.

Keywords: Academic retardation, Primary School Teacher, Teacher Behaviour.