

Educational Behavior Expectations of Adults According to Academicians

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Abstract

This research aims to reveal the objective reality of the educational behaviors of adults in the natural environment as a whole; it is designed in a descriptive model of scanning type. Descriptive content analysis method, one of the qualitative data analysis techniques, was used in the study. The participants of the study are 184 faculty members from 12 faculties who have participated in the project voluntarily as 28 groups. The data collection tool was developed by the researcher. Data collection tool was provided to be sufficient in terms of external reliability, internal reliability, internal validity and external validity. Descriptive content analysis, one of the qualitative data analysis methods, was used for data analysis. The findings obtained from all the questions, codings, categories and themes were tabulated and interpreted. Educational behavior expectations of adults according to the academicians were revealed and analyzed in the result. In the analyzes; categorical answers related to "As an adult, which attitudes don't you like?" question, were gathered under the themes of Communication, Importance, Right-Justice, Force, and Inadequacy in the field. Under the theme of "Communication", "Belittling, behaving pedantically, looking down on me, insulting, trying to establish superiority, being neglected, being ignored", "not to be listened while speaking, not to give an opportunity to speak", "talking rudely, defamation", "Being treated/evaluated according to my appearance prejudicedly", "Addressing in a harsh and commanding way", "To be addressed anonymously, behaving too familiar with me", "Continuous advice", "talking loudly" were obtained as categories. Under the theme of "Importance", "showing no respect", "treating me as a child or I do not know anything", "Being humiliated and being ridiculed", "Being treated as if I was not there", "being directed by someone", and "insincerity" were obtained as categories. Under the theme of "Right-justice", the categories such as "Injustice and non-fairness", "being accused unjustly", and "not being honest" were obtained. Under the theme of "Force", "making me force to do something I do not want" category, and under "Inadequacy in the field" theme, "Ineligible person's comments which are inadequate on my field" category was obtained and interpreted.

Keywords: Education, Andragogy, Teaching Staff, Expectation, Behavior.

Introduction

The way in which adults behave in teaching directly affects the quality of learning. J.J. As Rousseau states in Emile; "Children do not have a minimized miniature of adults, and adults are not children." In addition, it is known that each age group has its own developmental characteristics in terms of developmental and learning psychology (Ay 2015).

For example, androgogically, young adulthood (18-30 years) requires the skills of choosing a partner and learning to live with the spouse, forming a family, raising children, starting working life, fulfilling citizenship responsibilities and joining the appropriate social group. Mid adulthood (30-60 years) entails the

skills of fulfilling the responsibility of being a member of society, reaching and maintaining a certain level of economic life, helping adolescent children, developing leisure activities, identifying with spouses, adapting to the changes brought about by middle age, and adapting to elderly parents. Lastly, advanced adulthood (60 years and over) includes the decline in physical strength and health, adaptation to retirement and declining earnings, having open relationship with the age group, establishing happy living conditions, and the ability to perform social and civic duties (Atak, Tatlı, Çokamay, Büyükpabuşcu, Çok 2016; Ay 2015; Celep 1995; Knowles 1980, Lindeman 1926, Ozuah 2005, Marcaletti, Berrozpe & Koutra 2018, Cardinal & Szarabajko 2019).

Even in adults' educational settings showing differences according to age groups, treating adults as a child causes teachers to face serious educational problems. Therefore, it is necessary to communicate meaningfully while communicating with adults. Speaking as giving advice often fails. Starting education with the subjects that adults can be successful increases their motivation level in order to be successful in other teaching practices. Giving a safe and humorous image to adults reduces the tension and negativity that may arise in teaching practices in general. Good preparation of the lesson gives adults confidence. As a teacher, showing that you have high expectations from adults increases their learning motivation. They should be as tolerant as possible to adults, not to get angry quickly, ignore minor mistakes, be patient and be friendly (Engin, Engin, Engin 2017). They should include activities in the lessons more and should not make very long narratives. In addition, the teacher's special attention to certain students in the classroom (Ural and Esmer, 2017) is not welcomed by other adults (Ferreira, MacLean 2018; Gülden 2014; Marcia, Sunyoung 2016; Muduli, Kaura, Quazi 2018). According to Park, Robinson and Bates 2016; it is important for the management of teaching environments that teachers are logical, optimistic and compatible with adults, put as few rules as possible, specify these rules in a way that everyone can understand, explain the reasons for these rules and set the rules together with adults. Threatening, teasing, criticizing and labeling adults with punishment / grades can cause serious problems in teaching environments.

A change in one variable in education affects all variables. Elements such as learners, teachers, parents and administrators who are the primary stakeholders of education will be affected as well as secondary stakeholders such as all beneficiaries, professions and society are affected directly or indirectly (Sayılan, Yıldız, Baykal 2017). For example, the structure and functioning of the renewed secondary education programs that have been implemented since the 2018-2019 academic year, the basic philosophy of the program, the objectives of the program, the skills to be gained to the students, values education, measurement-evaluation approach will directly affect the overall functioning of the school, the central examinations and the future of society (<http://mufredat.meb.gov.tr>).

Questions such as "How will the use of technology affect education, which education / learning approaches will come to the forefront, what is the role of thinking skills in programs, what is the role of constantly changing and increasing knowledge in education, what should be teacher competencies and student outcomes" will be the indicative dimensions of 21st century education (Jain 2017, Tezcan and Duman 2014).

It is already clear that the school and classroom of the 21st century will be far beyond classical understanding. It is necessary to redefine the concept of "boundary" in education with the internet, computer and electronic devices and virtual classrooms where the understanding of school or classroom will change in the classical sense (<http://files.eric.ed.gov/fulltext/ED514436.pdf> 2019). Instead of notebook, book and pen, it is envisaged that digital environments and open schools with electronic devices such as tablets and computers will come to the forefront (Deveci and Uysal 2014). It can be said that smart phones, educational software and distance education will be the phenomenon of education concept. In this case, it is clear that the definition and function of the school will change completely (Jain 2017, NACOL 2006).

In the 21st century, competences began to be taken into consideration more than diplomas. "Qualification" concept will come to the fore thanks to increasing the role of the application (Waller, Hodge, Holford, Milana & Webb 2018) stated in the European Qualifications Framework (www.ecompetences.eu), Turkey

Qualifications Framework (<https://www.myk.gov.tr/index.php/en/turkiye-yeterlilikler-cercevesi>) and MoNE Teachers' Qualifications (http://oygm.meb.gov.tr/meb_iys_dosyalar), MoNE Teachers' day district and provincial representatives of teachers' selection principles and procedures of evaluation criteria circular (https://oygm.meb.gov.tr/meb_iys) and the EPDAD Teacher Training Standards (<https://epdad.org/wp-content/uploads/2017/07/standartlar.pdf>). It can be understood that the education will be carried out with the application at work by technologies such as simulations and models.

Instead of teaching everyone everything, the concept of “guide” will gain importance. According to education literature, there will be education according to the individual, not the individual and the responsibility of the learner will increase and professional counseling can be provided from early ages (From 2018).

With globalization, the concepts of equivalence, recognition and internationalization will gain prominence. However, preserving local and national elements will also be a problem in education in contrast to standardization (Kaya 2014; Seyoum & Basha 2017).

Central and classic pen and paper tests will evolve, interactive exams, formative and process assessment exams will gain importance, multiple evaluations will be made, assessment and evaluation (Şahin, Uysal 2017) will become a part of learning. The understanding of education (Gökkaya 2014), which values cultural differences but is free from ideological and political concerns, will be considered.

It is inevitable that there are alternative education options where students' thinking skills and universal values are important, language, communication and social skills come to the forefront (Sayılan, Yıldız 2005), personality development is important, and international and technological competencies are offered.

According to the report of the North American online learning agency (<http://files.eric.ed.gov/fulltext/ED514436.pdf> 2019), global awareness, self-learning, increase in opportunities for students, increase in information and communication technologies (ICT), increase in problem solving skills, individual responsibility and self-management skills are expected to gain importance in the 21st century.

The teaching profession will not only be limited to school and classroom walls, but social life and e-world will create new areas for teachers. In addition to the teacher's field competence and self-development in the field; language and communication skills, personality traits, mental wellbeing, and guidance are clearly coming into prominence (NACOL 2006; Waller, Hodge, Holford, Milana & Webb 2018).

Within the MoNE “2023 Vision Document” under the dimension of Human Resources Development and Management, it is planned to develop the professional competencies under two general targets and 21 sub-targets in order to restructure the professional development of teachers and school administrators and to reward and use human resources efficiently (<http://2023vision.meb.gov.tr>). In developed countries in terms of education such as Germany, England, Denmark, Italy, Finland and others (Baki, 2010, Barber & Mourshed 2007; Bilgin, Aykaç and Kabaran 2014, Gül, 2015), many qualifications are continuously monitored in terms of assigning and maintaining duties and are seeking postgraduate education.

With all these innovations and developments, it is certain that new problems will emerge. For example, it is not difficult to predict in advance that there will be new and different problems of 21st century education such as; the typical problems of new educational environments (technology, management, competence, security, etc.), the substitution of teachers by software and robots in some areas, the reduction of face-to-face education and the spiritless of teaching, a non-socialized youth away from the real world, the necessity of foreign language, the difficulties of evaluating individualization programs and lagging behind the innovations and decreasing the effect of education on the labor force. The key question is; “How ready are we for the education of the future and at which level of the expectations are we?”. It is clear that preparing for the future can be actualised with a dynamic program, alternative learning-teaching environments,

international competences, alternative new applications, an infrastructure equipped with technology (Taşçı et al. 2015) and quality.

Problem Sentence, Purposes and Significance of the Research

Problem statement of the research: “What are the expectations of educational behaviors of adults according to faculty members?”. Consequently; the general purpose of the research is to find out the educational behaviors expectations of adults according to the faculty members. Thus, it is aimed that research findings will be a facilitating guide for teaching in all fields of androgogical education.

According to 2018 the the Council of Higher Education (<https://istatistik.yok.gov.tr/>) statistics; a total of 7 560 371 students are educated in 186 higher education institutions including 112 states and 74 foundations. A total of 158098 teaching staff work at these universities. The proportion of students studying at the Council of Higher Education is under the age of 30 (5775083 students). The proportion of students between the ages of 31-40 (total 1348291) is 17.83%. The ratio of 41 to 50 students (348539 in total) is 4.6%. In the age range of 51 and over (88458 in total), the rate of students is 1.17%.

According to the data gained from Turkish Statistical Institute 2018 data (<http://tuik.gov.tr/ustmenu.do?metod=temelist>), Turkey's population is 80 810 525. According to TUIK 2015-2016 statistics, there are 961360 teachers and 16379852 students in the Ministry of National Education.

A total of 23,940,223 students receive education at MoNE and the Council of Higher Education in Turkey. In the adult category; taking into consideration the teachers working at MoNE and teachers, instructors and students of the Council of Higher Education, a total of 8,679,829 people (of 10.78% of Turkey's population) are directly related to adult education in formal education while the remaining students (16,379,852 students) indirectly (20,27's% of the population of Turkey) shows that they have been affected by adult education. both directly affected by the ratio of Turkey's population of adult education in formal education are 31.01% indirectly. Both directly and indirectly, 31.01% of Turkey's population of formal education is affected from adult education.

This is a huge rate of the population of a country. In this study, the educational behavior expectations of adults (Marcia & Sunyoung 2016) were determined. The findings of this study concern both adults in higher education and the MoNE and directly or indirectly the students affected by them.

It is an instructive study for educational institutions and policy makers in finding out the direction of the education system and developing educational policies. As Adam Smith (www.adamsmith.org) states in his work “The Wealth of Nations” published in 1776 that (Gökçen, 2006,30-34), “the usable and acquired abilities of the citizens of a country are a part of the fixed fund of that country”. In terms of educational sciences, the biggest fund is human fund. It is necessary to see the future in order to determine the direction of the huge economic expenditures that the country separates from the gross national product (GNP) every year. Therefore, it is clear that we have to act with more long-term plans that are consistent and meaningful in themselves and that we must use human fund effectively. It is thought that the findings of adult education will affect this planning and education quality (Kılıç & Arslan, 2016).

Limitations

This research is limited to the feedbacks in the seminar implementations held 9 times between 2014-2016 whose participants of the study covered 184 faculty members working at OMU in 22 academic units (Faculty/Institute/School) who participated in “Acquiring Educational Formation to Academicians Project” (Project No: PYO.EGF.1907.14.001).

Method

Model of the Research

This research was designed in a descriptive model of survey type (Büyüköztürk, Kılıç Çakmak, Erkan Akgün, Karadeniz, Demirel, 2008) as it was aimed to bring out (Yıldırım & Şimşek, 2008) the objective reality of the faculty members' views about 21st century education in a natural environment. For the purpose of the research, one open-ended question was prepared and applied to the participants. The data obtained consisted of qualitative discourses (Ilgar & Coşkun-Ilgar, 2014). For this reason, descriptive content analysis (Özdemir, 2010), one of the qualitative data analysis (Saban & Ersoy, 2016) techniques (Karataş, 2015), was used in the research. Descriptive content analysis is a type of qualitative data analysis that includes summarizing and interpreting data obtained from various data collection techniques according to predetermined themes (Berg & Lune 2015; Özdemir 2010; Glesne 2014).

The descriptive analysis was performed in four stages. In the first stage, a framework for data analysis was created based on the research questions and the data was collected based on this framework. In the second stage, group coding / numbering was applied to the data and a code was given on each sheet. The answers of the groups to the questions were brought together categorically, meaningfully and logically under the relevant questions/framework. In the third stage, frequencies were calculated for repetitive discourses, similar discourses were combined and grouped. In the fourth stage, similar answers to the question were gathered, named and interpreted under the same “theme”.

Sampling

The population of the research consists of faculty members of Ondokuz Mayıs University (OMU). OMU has more than 50,000 students and 2,294 academic staff (<http://ebs.omu.edu.tr>). One out of 10 faculty members consisted the sample of the study. Sampling was carried out in two steps. In the first stage, stratified sampling technique, which is one of the random sampling techniques, was used to determine 22 academic units providing undergraduate education at university level. In the second stage, the faculty members (Table 1) who took part in “Educational Formation to Academicians Project” were involved in sampling on a voluntary basis. For this purpose, typical case sampling which is one of the purposeful sampling techniques was used. In the typical case sampling, it is essential to reach the target group which is believed to provide important ideas about the general and unusual situations in the universe (Büyüköztürk et al. 2008). The research was spread over time and the views of faculty members from various faculties, branches and titles were tried to determine the current situation (Glesne 2014).

Table 1: The Table of Academic Units Which Faculty Members Work for Numbers and Data Collection Process of Academic Staff

Rank	Faculty	Data Collection Date	Number of Participants
1	Faculty of Aeronautics and Astronautics		14
2	School of Civil Aviation	08 - 12 September 2014	6
3	Faculty of Engineering		10
4	Faculty of Education		5
5	Faculty of Arts and Sciences		5
6	Faculty of Economics and Administrative Sciences	01 - 05 January 2015	5
7	Faculty of Theology		5
8	Faculty of Education		5
9	Faculty of Arts and Sciences		5
10	Faculty of Economics and Administrative Sciences	07 – 12 January 2015	5

11	Faculty of Theology		5
12	Faculty of Veterinary Science	23 - 27 February 2015	25
13	Faculty of Agriculture	01 - 05 June 2015	31
14	Faculty of Dentistry	08 - 12 June 2015	25
15	School of Health Services		5
16	Samsun Faculty of Health	14 - 18 September 2015	33
17	Yaşar Doğu Faculty of Sport Sciences		6
18	Faculty of Tourism		5
19	Faculty of Communication	1 - 5 February 2016	11
20	Faculty of Dentistry		10
21	Ali Fuat Başgil Faculty of Law		15
22	Faculty of Aeronautics and Astronautics	11 - 15 April 2016	10
TOPLAM			246*

* Note: 184 of these 246 participants completed the research questionnaire form.

Data Collection Tool

“21. Expectations from 18th Century Education Questionary Form” developed by the researcher was used in the study based on the purpose and questions of the research. This questionnaire form contains one question in Table 2.

Table 2: The Table of Expectations from 21st Century Education Questionary Form, Responder and Number of Groups

The Questionary Form of Expectation from 21st Century Education	Group Number	N*
1-As an adult, which attitudes don't you like?	(28 groups)	184

* 28 groups were included in the study. The number of individuals in the group is not fixed. The number of individuals varies between 2 and 4. The total number of faculty members who answered this question is 184.

The question of the questionnaire form was written by taking into consideration literature review and the primary stakeholders / elements of adult education. In qualitative research, reliability is used in the sense of confirmability (Saban & Ersoy, 2016). Similar results are tried to be obtained from different sources.

After the questionnaire items was prepared for the external reliability (confirmability) of the measurement tool, two faculty members, one linguist and one educational sciences expert, were taken their opinions about the questionnaire form (Glesne 2014); as a result, abbreviations and meaning corrections were applied to the questions.

“Participant confirmation and self-reflection strategies” were used to ensure the internal consistency (internal reliability) of the questionnaire form (Başkale 2016; Saban and Ersoy 2016). Thus, the participants' comments and analyzes were taken, and whether the questions meant anything to them and whether they reflected their lives were evaluated (Trumbull 2005). In order to ensure the validity of the measurement tool, a pilot application was applied to 4 research assistants in the Department of Educational Sciences of the Faculty of Education.

These participants were asked what they understood from the questionnaire form and the answers first were compared with each other and then with the purpose of the research. As a result of this application, the questionnaire form was finalized. Thus, the reflections of the participants' thoughts related to questions and the degree to serve the purposes of the research were increased (Koç 2016).

Making “real” observation without confusing with other features, consistency and meaningfulness of the research findings, and the credibility of the results are related to the internal validity (credibility) of the measurement tool (Başkale 2016).

The fact that the researcher observes” really” what he intends to measure without confusing with other features is related to the consistency and meaningfulness of the research findings and the internal validity (credibility) of the measuring instrument (Başkale 2016). The scope of the question used in the questionnaire coincides directly with the literature, the research problem, the purpose of the research and the research questions.

Generalization or transferability of research findings to similar environments / situations with the consistency of research questions determines the external validity (transferability) of the research form. The descriptive qualitative analysis (see IV Findings) clearly shows that the findings directly overlap with the research questions.

Data Collection, Schedule and Analysis

The data were collected between September 2014 and April 2016 during the one-week implementation period, which was conducted 9 times in 22 academic units within the scope of the project “Providing Education Formation and Skills for Academicians” (Project No: PYO.EGF.1907.14.001) at OMU. The participants formed groups of at least 2 and at most 5 (total of 184 participants). They discussed the group questionnaire form, which consisted of a single question, and wrote it as a group decision. The response time of the questionnaire lasted between minimum 10 minutes and maximum 20 minutes. The data were coded (described in 3.1. Model of the Research) and analyzed in 4 steps.

Findings and Discussion

By taking into account the aim of the research, descriptive content analysis was conducted on the data obtained from the questionnaire form consisting of a single question prepared to find out the educational behavior expectations of adults according to the views of the faculty members and the findings are given below.

Findings and Discussion of Educational Behavior Expectations of Adults According to Faculty Members

According to the faculty members, the findings regarding the educational behavior expectations of adults are given in Table 3.

Under the theme of “*Communication*”, the participants stated that “belittling, behaving pedantically, looking down on me, insulting, trying to establish superiority, being neglected, being ignored” ($\Sigma f=45$, number of groups=15) behaviors are the most recurrent undesirable behavioral problems of adults. In addition, under the theme of communication, “not to be listened while talking, not to give an opportunity to speak” ($\Sigma f=16$, Σ number of groups=4) is the educational behaviors that adults do not want to exposure.

Moreover, the behaviours of “talking rudely and defamation” ($\Sigma f=12$, Σ number of groups=4), “being treated/evaluated according to my appearance prejudicedly” ($\Sigma f=12$, Σ number of groups=4) and “addressing in a harsh and commanding way” ($\Sigma f=12$, Σ number of groups=4) can be regarded as the findings of educational behaviors that are the expectations of the adults under the theme of communication. The behaviors such as “to be addressed anonymously, behaving too familiar with them” ($\Sigma f=6$, Σ number of groups=2), “continuous advice” ($\Sigma f=3$, Σ number of groups=1) and “talking loudly” ($\Sigma f=3$, Σ number of groups=1) was stated by the academics as the educational behaviors of adults.

Tablo 3: Codes, Categories, Themes and Frequency Table Related to Undesirable Behaviours Regarding Adults

QUESTION	Codes	Categories	f	Themes	
As an adult, which attitudes don't you like?	1, 2, 11, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 26., 28	Belittling, behaving pedantically, looking down on me, insulting, trying to establish superiority, being neglected, being ignored	45	Communication	
	1, 21, 23, 24	Not to be listened while talking, not to give an opportunity to speak	16		
	5, 12, 14, 28	talking rudely, defamation	12		
	9, 20, 21, 26	Being treated/evaluated according to my appearance prejudicedly	12		
	12, 18, 22, 28	Addressing in a harsh and commanding way	12		
	4, 13	To be addressed anonymously, behaving too familiar with me	6		
	12	Continuous advice	3		
	27	Talking loudly	3		
	3, 6, 7, 10, 7, 26, 27	Showing no respect	21		Importance
	1, 3, 8	Treating me like a child or I don't know anything	9		
4	Being treated as if I was not there	3			
5	Being directed by someone	3			
15, 19, 28	Being humiliated and being ridiculed	9			
25	Insincerity	3	Right-Justice		
6, 20, 25, 28	Injustice and non-fairness	12			
15	Being judged unfairly (being seen as a guilty)	3			
27	Not being honest	3	Force		
12, 17,	Making me force to do something I do not want	6			
25	Ineligible person's comments which are inadequate on my field	3	Inadequacy in the field		
Total group number= 28			Total f = 184	Theme number= 5	

When the findings related to the educational behaviors expectations of adults under the theme of “communication” are analyzed; *belittling, looking down on them, humiliating them, trying to establish superiority, ignoring them, not listening or promising them, talking rudely, treating in a prejudiced way, talking loudly or in a commanding-low-level way, and continuous advice* adversely affect the learning of adults (Park, Robinson and Bates 2016). Therefore, it can be said that all the instructors engaged in androgogical education should pay attention to these points which may have negative effects in terms of communication in educational environments (Kılbaş 1998, Clover 2018).

Under the theme of “*Importance*”, faculty members found “showing no respect” ($\Sigma f=21$, Σ number of groups=7) as the most recurrent problem of undesirable behavior in adults. Under the theme of importance, the behaviours of “treating me like a child or I don't know anything” ($\Sigma f=9$, Σ number of groups=3) and

“being humiliated and being ridiculed” ($\Sigma f = 9$, Σ number of groups=3) can be indicated as findings related to educational behaviors that are the expectations of adults stated by academicians. In addition, under the theme of importance, behaviours such as “insincerity, being directed by someone and being treated as if I was not there” ($\Sigma f=9$, Σ number of groups =3) were determined as educational behaviors that adults do not want to face.

When the findings related to the educational behavior expectations of academicians under the theme of “importance” are examined; showing adults no respect, being treated as a child or pretending not to know anything, being humiliated, being ridiculed, insincerity, being directed by someone, and being treated as if they were not there affect their learning negatively (Park, Robinson and Bates 2016). Therefore, paying attention to these points defined in terms of importance in all formal and informal education environments where adult education exists may have positive results.

Faculty members stated that “injustice and non-fairness” ($\Sigma f=12$, Σ number of groups=4) under the theme of “*Right and Injustice*” was the most recurrent problem of undesirable behavior in adults. Under the theme of right and justice, “not being honest” ($\Sigma f=3$, Σ number of groups=1) and “being judged unfairly (being seen as a guilty)” ($\Sigma f=3$, Σ number of groups=1) are educational behaviors that are the expectations of adults. Regarding the educational behavior expectations of adults under the theme of “right and justice”, it was concluded that injustice, non-fairness, not being honest, being judged unfairly (being seen as a guilty) adversely affect the learning process of adults. Therefore, it may be a suggestion for all teachers teaching adults that they should be careful about these issues.

The participants stated that they as adults do not want to face some behaviours such as “making me force to do something I do not want” ($\Sigma f=6$, Σ number of groups=2) under the theme of “*Force*” and “ineligible person’s comments which are inadequate on my field” ($\Sigma f=2$, Σ number of groups=1) under the theme of “*Inadequacy in the Field*”.

Park Robinson and Bates (2016) stated that making adults force to do something they do not want under the theme of “force” and ineligible person’s comments which are inadequate on their field under the theme of “inadequacy in the field” adversely affect learning. Therefore, it has been concluded that forcing adults to do something and ignoring or dictating something in the area which the adult is an expert or good may adversely affect teaching.

Results and Suggestions

Results

Taking into consideration the aim of the research and the findings obtained, following results can be made:

- Belittling, humiliating, ignoring, talking rudely and loudly, behaving in a prejudiced and commanding way, and continuous advice while communicating with adults negatively affect their learning.
- Learning is easier when we care about adults. In contrast; not respecting them, behaving like children, making fun of them, insulting, ignoring, insincerity and trying to guide them are the behaviors that adults do not want to face in the learning process.
- Adults are negatively affected in the teaching process when they think that they feel hard done by, when they are not treated honestly and fairly, and when they are prejudiced.
- Trying to force adults to do something in their teaching settings and ignoring or dictating something in the area which the adult is an expert or good at adversely affect their learning.

Suggestions

Based on the aim of the research and the findings obtained, following suggestions can be made:

- It is necessary to take into account adults' educational behavior expectations in all instructional activities done with adults.
- Androgical formation training should be given as well as pedagogical formation in the faculties of education.
- Considering that a large proportion of the population is adults, it is inevitable to increase the researches on adult education.

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