THE INVESTIGATION OF PRIMARY AND SECONDARY TEACHERS' IN-CLASS APPROACH IN TERMS OF TEACHING STYLES AND COMPARING IT WITH THEIR CLASSROOM MANAGEMENT APPROACH[*]

Serhat SÜRAL[*]

ABSTRACT

When the teacher performs a versatile teaching or uses appropriate teaching styles, this will make teaching more enjoyable and the teacher will feel valued and satisfied with their profession. A plenty of studies demonstrated that creating a set of rules and thus limiting teachers are opposed to today's constructivist approach. This paper aims to identify teachers' viewpoints regarding their teaching style and to find out whether they use student-centered or teacher-centered approach and how teachers' classroom management approaches differentiate in terms of various variables. The study was designed as a quantitative study and the general survey model was used. Initially, the study population was defined. Disproportional cluster sampling was employed to identify the population, in other words, the number of teachers. Disproportionate stratified sampling was used to select equal number of teachers from each cluster. "Grasha's Teaching Style Scale" (1996) and "Classroom Management Scale" developed by Yasar (2008) was employed to identify teachers' teaching styles and their attitudes and approaches towards classroom management, respectively. The findings revealed that student-centered and teacher-centered approaches were adopted in different dimensions in terms of both teaching styles and classroom management approaches. In conclusion, teaching style defines how each individuals learn. This partially explains why some teachers are traditional teachers and others (contemporary teachers)do not adopt a traditional approach. Although it is hard to change an individual's deeply rooted teaching habits, teaching habits can be extended to meet various teaching styles.

---

[*] ⓘD Dr. Öğr. Üyesi, Pamukkale Üniversitesi Eğitim Fakültesi, E-posta: serhatsural@gmail.com

STRUCTURED ABSTRACT

Introduction and research objective

Each part of the system affects the process and the result; the lack of a unit decreases the efficiency. Researches on improving education systems should be conducted from multiple points of view. In particular, studies on raising teachers' awareness on their teaching styles should help teachers recognize the importance of teaching styles. This study thus seeked to identify teachers' viewpoints regarding their teaching style and investigate whether they use student-centered or teacher-centered approach and how teachers' classroom management approaches differentiate in terms of various variables.

Theoretical framework

Since teachers preferred different teaching styles and the answers of the questions posed lead researches to develop distinctive teaching models. According to Grasha (1983; 1994; 1996; 2002; 2003), teachers' behaviours and attitudes in the class, their self-efficiency and professional characteristics were considered to develop teaching styles. Grasha underlined that expert and formal authority teaching styles are teacher-centered, whereas facilitator and delegator teaching styles are student-centered and personal model can be associated with both teacher and student –centered approaches (Grasha, 1994; 1996; 2002; 2003).When the teacher performs a versatile teaching or uses appropriate teaching styles, this will make teaching more enjoyable and the teacher will feel valued and satisfied with their profession. A plenty of studies demonstrated that creating a set of rules and thus limiting teachers are opposed to today's constructivist approach. If a teacher can be able to use his/her previous teaching experiences in order to determine a teaching style, this will bring flexibility for them. As implemented in teaching styles, using diverse methods in classroom management practices is a part of a sense of a contemporary education. In this respect, it is important to note that each student is unique. In a classroom environment where different types of students come together, it is not possible to adopt a single teaching style and classroom management approach. Each age groups have different psychological needs and they react to the teacher' classroom management differently. Each course content should require different teaching and planning processes as well.

Method

The study was designed as a quantitative study and the general screening model was used. Initially, the study population was defined. Disproportional cluster sampling was employed to identify the population, in other words, the number of teachers. Disproportionate stratified sampling was used to select equal number of teachers from each cluster. 5 major departments were selected for the sample group. To reach more reliable, more significant differences and relationships, it was planned to choose equal number of teachers for each branch. Since social sciences teachers exhibited the lowest number as a result of the distribution of the study population, the study reached out 200 people for each branch . 'Grasha's Teaching Style Scale' (1996) and 'Classroom Management Scale' developed by Yasar (2008) was employed to identify

teachers' teaching styles and their attitudes and approaches towards classroom management, respectively.

Findings and discussion

When we analyze the general distribution of the teaching styles according to the sample group of the study, we see the highest frequency in the guide teaching style. In this respect, Grasha identified facilitator and delegator teaching styles. Given the fact that these teaching styles account for 59% of the sample group, this implies the use of student-centered learning approach. Considering the dimension of the class management approach, the mean scores of female teachers who adopted student-centered instruction were higher than that of male teachers. As a result, female teachers adopted more student-centered classroom management when compared to male teachers. When it comes to extreme arithmetic means, teachers who preferred student-centered classroom management approach are class teachers and ironically, teachers with less teacher-centered approach are class teachers again. There are plenty of reasons for this. Factors such as number of students in classes, the seniority of teachers, teachers' preferred teaching styles might influence teachers' classroom management approaches.

Conclusion and practical implications

In conclusion, teaching style defines how each individuals learn. This partially explains why some teachers are traditional teachers and others (contemporary teachers)do not adopt a traditional approach. Although it is hard to change an individual's deeply rooted teaching habits, teaching habits can be extended to meet various teaching styles. Therefore, instructors will understand why a one teaching style does not have a effect on all students and try to gather additional skills (Dunn ve Dunn, 1979). With this in mind, we should be aware of that each teacher around the world is associated with one teaching style.

Keywords: Student-centered approach, teacher-centered approach, teaching style, classroom management approach.

İLKOKUL VE ORTAOKUL DÜZEYİNDE GÖREV YAPAN ÖĞRETMENLERİN SINIF İÇİ YAKLAŞIMLARININ ÖĞRETME STİLLERİ AÇISINDAN İNCELENİP SINIF YÖNETİMİ YAKLAŞIMLARI İLE KARŞILAŞTIRILMASI

ÖZET

Öğretmenin çok yönlü ders işlemesi ya da uygun öğretme stilini kullanması hem dersi daha keyifli hale getirecek hem de öğretmenin yaptığı iş anlamında gerekli doyumu sağlayacaktır. Öğretmeni belli kuralların içerisine sokmak, şu anki anlayış olan yapılandırmacılığa ters düştüğü birçok çalışmada ifade edilmiştir. Özellikle öğretmenin geçmişte edindiği yaşantıları öğretim tarzını belirlemede kullanması bile, öğretmene belli bir esneklik kazandıracaktır. Öğretmenlerin ders içinde yansıttıkları öğretme stillerinin öğrenci merkezli ya da öğretmen merkezli yönleriyle nasıl bir bakış açısı ortaya koydukları tespit edilip belirlenen değişkenlerin öğretmenlerin sınıf yönetimi anlayışları

üzerinde oluşturdukları farklılaşmaların görülmesi amaçlanmıştır. Araştırma nicel bir çalışma olarak tasarlanmış ve genel tarama modeli kullanılmıştır. Araştırma grubu belirlenirken, öncelikli olarak çalışma evreni tercih edilmiştir. Evreni temsil edecek öğretmen sayısının belirlenmesinde oransız küme örnekleme yöntemi kullanılmıştır. Her kümeden ise belirlenen branşlardaki öğretmen sayısı eşit olacak şekilde oransız eleman örnekleme yoluna gidilmiştir. Öğretmenlerin öğretme stillerini belirlemek amacıyla Grasha Öğretme Stili Ölçeği (1996) ve Yaşar (2008) tarafından geliştirilen öğretmenlerin sınıf yönetimine ilişkin tutum ve anlayışlarını belirlemek adına geliştirdiği "Sınıf Yönetimi Ölçeği" kullanılmıştır. Araştırma bulguları sonucunda hem öğretme stilleri hem de sınıf yönetimi yaklaşımları açısından öğrenci merkezli ya da öğretmen merkezli anlayışların farklı boyutlarda tercih edildiği görülmüştür. Öğretme stili her bireyin nasıl öğrendiği ile ilgilidir. Bu durum, kısmen de olsa, niçin bazı öğretmenlerin geleneksel, diğerlerinin ise geleneksel öğreticiler olmadığını (çağdaş öğretici olduğunu) açıklamaktadır. Her ne kadar bir kişinin öğretim alışkanlıkları kökleşmiş ve değiştirilmesi zor olsa da, farklı öğrenme stillerine cevap verebilecek şekilde genişletilebilir.

Anahtar Kelimeler: Öğrenci merkezli yaklaşım, öğretmen merkezli yaklaşım, öğretme stili, sınıf yönetimi yaklaşımı

1.   Introduction

21st century teachers need to be equipped with various competencies. In this regard, they are expected to encourage students to explore rather than adopting learner-centered method . Also, they should perform class management in coordination with students instead of using reactive classroom management alongside effective use of today's cutting-edge technology. This can also be associated with constructive learning theory. As mentioned by Ozden (2003), constructive learning theory is based on the construction of knowledge by students. To put it differently, individuals do not directly take the knowledge but they reconstruct the knowledge. Then, students integrate new knowledge into existing knowledge in their own minds. The goal of the constructivist approach is not to identify learners' activities in advance but to give the learner a chance to follow a self-directed learning through tools and learning materials. (Erdem, 2001). To accomplish self-directed learning systematically and analytically, effective role of the teachers will play a vital role (Brooks; Brooks, 1993).

Teacher takes on a role model during the learning process. This role varies by branch, levels of student, classroom atmosphere. Bela (1968) expresses that teachers play various roles such as family member, consultant or authoritative role, guidance, professional expert, judge, guidance or therapists. In a similar vein, associate teacher roles and divide them into two groups as student-centered and teacher-centered roles.

Although the learner dimension which is one of the two fundamental factors of the learning-teaching environment has become dominant in contemporary sense of education, instructive side, undoubtedly, is also crucial. In parallel with Marshall's argument (1990) stating that it is necessary to educate students considering their learning styles, teaching methods of teachers, the conditions that teacher prioritize, the level of the relationships with their students will contribute to the learning process of the individuals. In a broader sense, in addition to teaching process designed according to students' learning style , teaching that the instructor pays regard to teaching style will be much more effective (Sural, 2010: 1229). Stressing the versatile development of the teaching, the constructivist learning theory acknowledges that teachers should know his/her competences. In this sense, In this

respect, teachers can identify their teaching styles to see whether they have competencies regarding the learning-teaching process. Accordingly, they can fullfill the requirements of the constructivist learning theory. According to the constructivist approach, the teacher guides learning and teaching processes, design learning environment and plan evaluation activities. Besides, the teacher acts as a guide role whereby students can explore, question, and show interest and attention to environmental issues (Postletwaite, 1993).

The teacher provides appropriate choices according to learners' individual differences, give directions and help each learner make their own decisions. At this point, teacher is a guide and facilitator. Teachers create environments for students to solve the problem rather than solving it for learners. The teacher asks learners thought-provoking questions and encourages them to do research and solve problems. The teacher asks questions to the learner but never tells him/her anything about what or how to think. The constructivist teacher is like the north star; s/he never tells the student where to go but helps the student find his/her own way" (Brooks & Brooks, 1999:23). In other words, the teacher who is aware of his/her teaching style and duties to accomplish educational goals will undoubtedly be successful.

Since teachers preferred different teaching styles and the answers of the questions posed lead researches to develop distinctive teaching models. According to Grasha (1983; 1994; 1996; 2002; 2003), teachers' behaviours and attitudes in the class, their self-efficiency and professional characteristics were considered to develop teaching styles. Grasha' study included students and teachers in a college and investigated how and why the teacher teaches through a specified method, consequently, he classified his scale into five primary teaching styles as follows: expert, formal authority, personal model, facilitator and delegator. Six questions were presented for each sub-dimension. Grasha underlined that expert and formal authority teaching styles are teacher-centered, whereas facilitator and delegator teaching styles are student-centered and personal model can be associated with both teacher and student –centered approaches (Grasha, 1994; 1996; 2002; 2003).

Previous studies suggested that the instructor has his/her own teaching style, yet, is often not aware of it and when the instructor has the self-awareness; an effective learning can be accomplished (Karatas, 2004; Hasırcı, 2005; Grasha, 2003). According to Reed (2001), studies on teaching style of teachers who play a critical role in designing an effective and efficient learning-teaching process dates back to 1960s. Joyce and Weil pose that teachers should be able to use various teaching styles together to perform an effective teaching in today's class environments. When they use various teaching styles together, this means they can use various strategies, methodologies and techniques, thereby maximizing students' learning performance (cited in. King, 2003). Teachers who gain experience in teaching, when they begin their profession course to be able to minimize these problems improve the methodology of the teacher candidates they can start their duties (Kara; Demir; Arcagök; Şahin, 2018).

When the teacher performs a versatile teaching or uses appropriate teaching styles, this will make teaching more enjoyable and the teacher will feel valued and satisfied with their profession. A plenty of studies demonstrated that creating a set of rules and thus limiting teachers are opposed to today's constructivist approach. If a teacher can be able to use his/her previous teaching experiences in order to determine a teaching style, this will bring flexibility for them. In addition to that, teachers' positive attitudes towards the teaching profession in terms of affective dimension will help them identify their teaching style and feel confident in classroom management. As implemented in teaching styles, using diverse methods in classroom management practices is a part of a sense of a contemporary education. In this respect, it is important to note that each student is unique. In a classroom environment where different types of students come together, it is not possible to adopt a single teaching style and classroom management approach. Each age groups have different psychological needs and they react to the teacher' classroom management differently. Each course content should require different teaching and planning processes as well.

As stressed by Sahin (2004), the teacher is one of the most critical elements of the education system. The quality of the essential components within the education system should be enhanced to make pre-service teachers more creative and effective. Therefore, well-trained and qualified teachers, modern curricula, more appropriate learning environments, more qualified administration and more enthusiastic students are required. Each part of the system affects the process and the result; the lack of a unit decreases the efficiency. Researches on improving education systems should be conducted from multiple points of view. In particular, studies on raising teachers' awareness on their teaching styles should help teachers recognize the importance of teaching styles.

This study thus seeked to identify teachers' viewpoints regarding their teaching style and investigate whether they use student-centered or teacher-centered approach and how teachers' classroom management approaches differentiate in terms of various variables.

2.   Methodology

This section provides methodological aspects of the study. In this sense, the research model, the study population and the sample size, the validity and reliability study of data gathering tools and other tests used for data analysis were presented.

2.1. Research Model

The study was designed as a quantitative study and the general screening model was used. This model is designed with the relational scanning model. The relational survey models are research models which aim to determine the presence and the level of change variance between two or more variable (Gay, 1987; Gall, J.; Gall, M.D. and Borg, 1999).

2.2. Research Population and Sampling

Initially, the study population was defined. Disproportional cluster sampling was employed to identify the population, in other words, the number of teachers. Disproportionate stratified sampling was used to select equal number of teachers from each cluster. 5 major departments were selected for the sample group. To reach more reliable, more significant differences and relationships, it was planned to choose equal number of teachers for each branch. Correspondingly, 5 major departments were included to the study. In other words, only some of the branches were selected to ensure the balance in terms of frequency distribution. Since social sciences teachers exhibited the lowest number as a result of the distribution of the study population, the study reached out 200 people for each branch . Considering teachers who will not be reached out and losses due to errors in scale implementations and upon taking expert opinions, the ideal sample size comprised of 200 teachers per branch.

Table 1. Distribution of the Sample Group

Branches	N	%
Classroom Teacher	200	20.0
Turkish Language Teacher	200	20.0
Science Teacher	200	20.0
Mathematics Teacher	200	20.0
Social Sciences Teacher	200	20.0
GRAND TOTAL	**1000**	**100**

Primary and secondary classroom teachers, Turkish language teachers, science and technology teachers, mathematics teachers and social science teachers from one of district of the Aegean Region were preferred. As seen from Table 1, 200 people from each department were reached out so that the

sample was equally distributed. In order to reach a generalization, the sample group was classified and correlated with the variables identified in light of the data obtained via qualitative method.

2.3. Data Collection

Three following major variables were identified in the study: teaching styles, classroom management approach and attitudes towards teaching profession. In this respect, three different scales were used to identify teachers' teaching styles, classroom management approaches and their attitudes towards teaching profession. 'Grasha's Teaching Style Scale' (1996) and 'Classroom Management Scale' developed by Yasar (2008) was employed to identify teachers' teaching styles and their attitudes and approaches towards classroom management, respectively.

Table 2. Reliability Coefficients of the Scale

Scales	*Reliability Coefficient*
Grasha-Reichmann Teaching Style Scale (1996)	**.881**
Classroom Management Approach Scale (2008)	**.825**

It was underlined that a reliability value of 0.60 was required for preliminary studies, 0.80 for fundamental studies and between 0.90 and 0.95 for practical studies. On the other hand, the reliability coefficients values concerning the social sciences differ according to the research type, a reliability value of 0.70 for scientific-based studies is required and studies where ability, skills and interest are needed requires a reliability coefficient level of 0.85. (Sencan, 2005). Consequently, the reliability coefficient value for the two scales in the study was found to be above .70.

2.4. Data Analysis

Firstly, descriptive statistics, arithmetic mean and standard deviation was employed to analyze the data. The Kolmogorov-Smirnov test was employed to understand whether teachers' teaching styles, class management approaches and attitudes towards teaching profession differentiate by gender, seniority and department variables. Afterwards, it was agreed on which parametric or non-parametric test would be applied.

T-test for parametric values and one-way analysis of variance (ANOVA) were performed and TUKEY tests were applied for Post Hoc analysis. Pearson Correlation test was used to determine the level and direction of the relations. SPSS (13) for Windows package programme was used for data analysis. Besides, the program available at http://www.iats.com/publications/TSI.html was employed to identify the best dominant teaching style of teachers in the sample group.

3.Findings

In attempt to seek answers to the sub problems posed in the study, a series of analyses conducted and findings of these analyses were presented in this section.
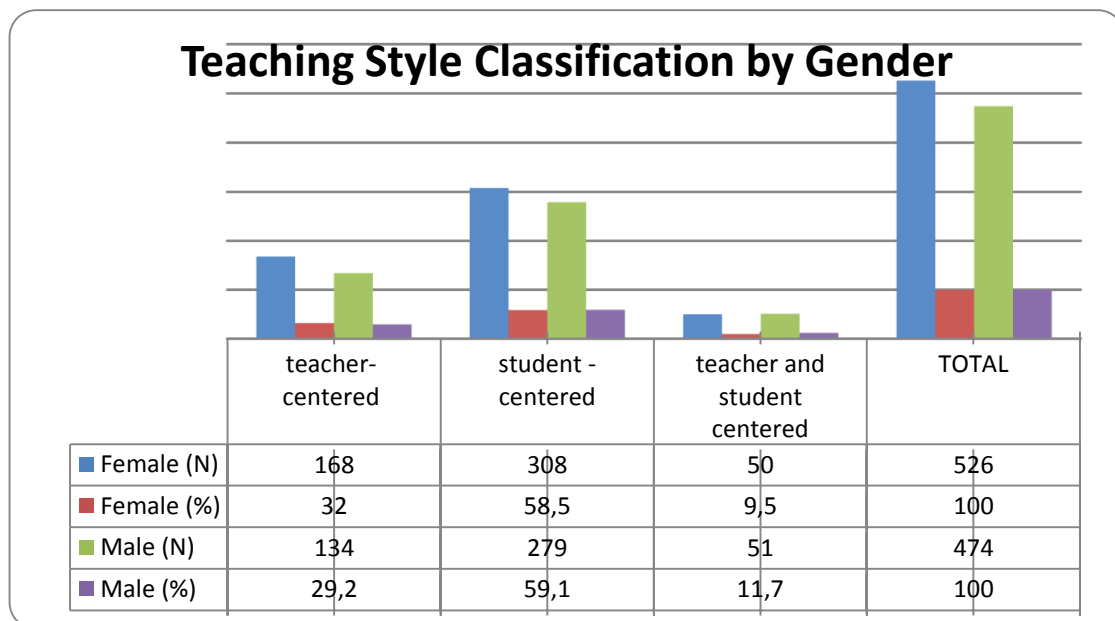
3.1. Teachers' Student-centered and Teacher-centered Teaching Styles According to the Variables Identified

According to the research findings, teaching styles were identified using Grasha scale. Correspondingly, the frequency distribution of the teaching styles (student-centered, teacher-centered and student-teacher centered approaches) were presented in the graphic.

Teaching Style Classification

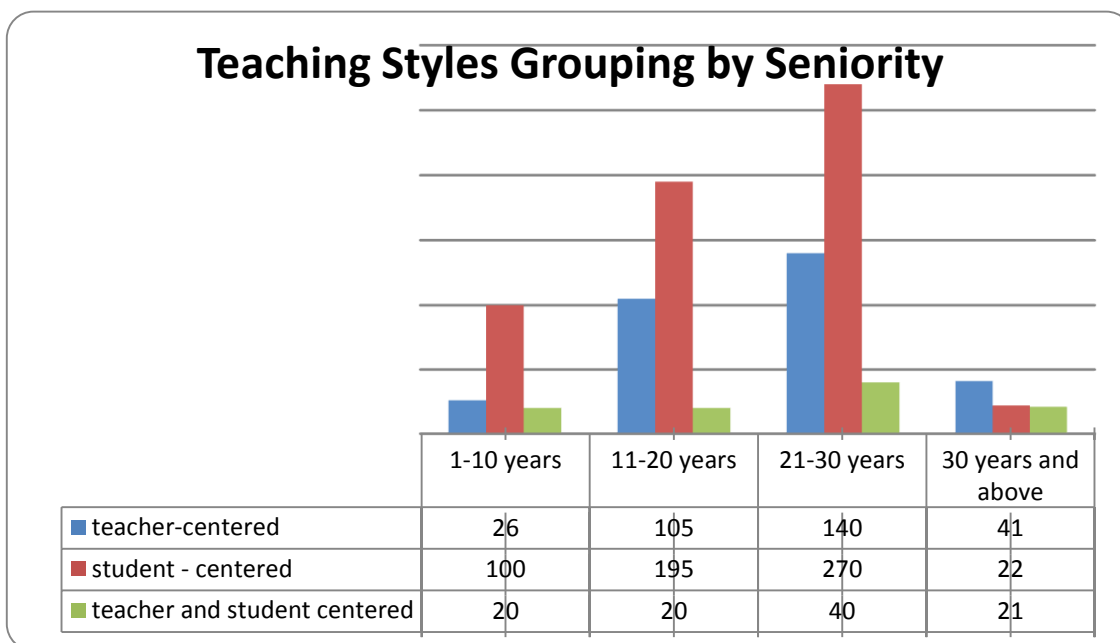|	teacher-centered	student - centered	teacher and student centered
■ N	312	587	101
■ %	31,2	58,7	10,1
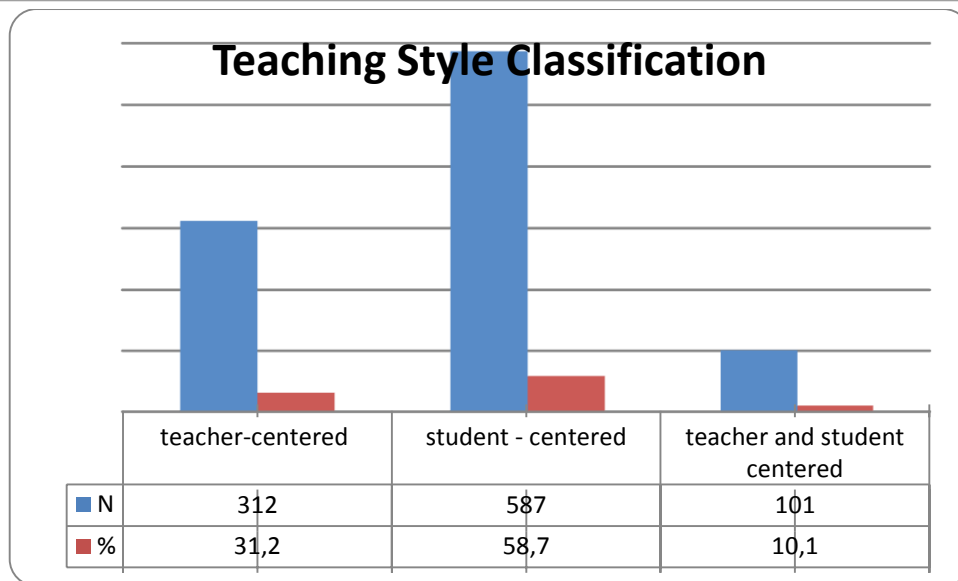
Graphic 1. Teaching Style Classification

Given that Grasha's teaching styles are based on teacher-centered (expert-formal authority), student-centered (facilitator-delegator) and both teacher and student –centered approaches (personal model), distributions were shown in Graphic 1. Accordingly, it is seen that 59% of the sample is related to student-centered teaching style and 30% of the sample refers to teacher-centered teaching styles. The remaining 10% includes both teaching styles. Student-centered teaching style was preferred in the whole sample group because it is more suitable for constructivist approach.

Teaching Style Classification by Gender

	teacher-centered	student - centered	teacher and student centered	TOTAL
■ Female (N)	168	308	50	526
■ Female (%)	32	58,5	9,5	100
■ Male (N)	134	279	51	474
■ Male (%)	29,2	59,1	11,7	100

Graphic 2. Teaching Style Classification by Gender

From Graphic 2, it is understood that teaching styles were divided into three groups as follows: teacher-centered, student-centered and both teacher and student centered approaches. Regarding to teacher-centered and student-centered approaches, female teachers have higher frequency levels than male teachers in terms of the gender variable. On the other hand, considering the

sample group who prefered both teacher and student-centered teaching style, it is seen that the frequency distribution of the male and female teachers are almost equal to each other.

Teaching Styles Grouping by Seniority

	1-10 years	11-20 years	21-30 years	30 years and above
■ teacher-centered	26	105	140	41
■ student - centered	100	195	270	22
■ teacher and student centered	20	20	40	21

Graphic 3. Teaching Styles Grouping by Seniority

Looking at the data shown in Graphic 3, teachers with seniority between "1-10 years", "11-20 years" and " 21-30 years" have higher levels of frequency with respect to the student-centered teaching styles, whereas teachers with seniority between "30 years and above" demonstrated the highest frequency level in the teacher-centered teachig style. Considering frequency levels of these three approaches together, teachers with seniority between "21-30 years" exhibited the highest frequency distribution.

3.2. Differentiation Levels of Teachers' Student-Centered and Teacher-Centered Classroom Management Attitudes in terms of the Variables Identified

Kolmogorov-Smirnov test was applied to gender variable to find out whether primary and secondary teachers' gender variable showed parametric or non-parametric value and since the significance level of the test was not found .05 according to the gender variable, a normal distribution was found. Since there were two groups in the variable, t-test were administrated to independent groups. The effects of gender variable on two different classroom management approaches were examined as well.

Table 3. The Significance Level of the Primary Teachers' Classroom Management Approaches Regarding the Gender Variable

Classroom Management Approaches	Gender	N	X_{ort}	Ss	t	p
Student-Centered Classroom Management Approach	Female	526	53.61	7.770	4.363	.000*
	Male	474	51.71	6.178		
Teacher-Centered Classroom Management Approach	Female	526	49.85	5.210	5.130	.015*
	Male	474	51.51	5.047		

The significance level is taken as p<0.05

Looking at Table 3, the gender variable had a significant effect on teachers' classroom management approaches. Classroom management approaches were analyzed under two sub-dimensions. These are student-centered classroom management approaches and teacher-centered classroom management approaches. Significant differences were detected in both sub-dimensions.

Given the teachers who preferred student-centered classroom management approach, it is seen that female teachers have the higher mean rank (X_{ort}= 53.61) than males (X_{ort}= 51.71). Accordingly, female teachers are more inclined to prefer student-centered classroom management approach when compared to male teachers. When it comes to teacher-centered classroom management approach, male teachers are more inclined to prefer teacher-centered classroom management approach when compared to female teachers.

3.3. The Analysis and Interpretation of the Primary and Secondary Teachers' Classroom Management Approaches Regarding the "Branch "Variable

The Kolmogorov-Smirnov test was administrated to the primary and secondary teachers' branch variable to identify whether parametric or non-parametric test would be applied. Since the branch variable yielded a .05 significance level, the distribution of the variable was found normal. The one-way variance analysis was performed because there were more than 2 groups in the variable. Subsequently, Tukey test was used to determine between which groups there were significant differences since significant differences were detected regarding the classroom management approaches.

Table 4. The mean ranks of the Primary Teachers' Classroom Management Approaches Regarding the Branch Variable and The Results of the One-way Analysis of Variance

Classroom Management Approach	Branch	N	X_{ort}	Ss	F	p
Student-Centered Classroom Management Approach	Classroom Teacher	200	53.59	7.964		
	Turkish Language Teacher	200	52.31	7.485		
	Mathematics Teacher	200	53.30	6.309	4.821	.043*
	Social Sciences Teacher	200	52.30	6.556		
	Science Teacher	200	51.29	7.073		
Teacher-Centered Classroom Management Approach	Classroom Teacher	200	50.27	6.198		
	Turkish Language Teacher	200	50.49	4.582		
	Mathematics Teacher	200	52.15	4.796	5.619	.007*
	Social Sciences Teacher	200	49.90	5.234		
	Science Teacher	200	50.79	4.773		

*The significance level is taken as p<0.05

Given the data presented in Table 4, the branch variable had a significant effect on both sub-dimensions of the teachers 'classroom management approaches. Considering the relationship between the branches of those teachers who preferred student-centered classroom management approach, Tukey's test results revealed that the findings were in favor of classroom teachers amongst all branches in the study. When it comes to the significant differences of teachers who prefer teacher-centered classroom management approach according to the branch variable, it is seen that significant differences are in favor of mathematics teachers. However, it is important to note that no significant differences were found between science and technology teachers and other branches.

3.4. The Analysis and Interpretation of the Primary and Secondary Teachers' Classroom Management Approaches Regarding the "Seniority "Variable

The Kolmogorov-Smirnov test was administrated to the primary and secondary teachers' seniority variable to identify whether parametric or non-parametric test would be applied. Since the branch variable yielded a .05 significance level, the distribution of the variable was found normal. The one-way variance analysis was performed because there were more than 2 groups in the variable. Subsequently, Tukey test was used to determine between which groups there were significant differences since significant differences were detected regarding the classroom management approaches.

Table 5. The mean ranks of the Primary Teachers' Classroom Management Approaches Regarding the Seniority Variable and The Results of the One-way Analysis of Variance

Classroom Management Approach	Seniority	N	X_{ort}	Ss	F	p
Student-Centered Classroom Management Approach	1 – 10 years	146	54.05	7.691		
	11 – 20 years	320	53.21	6.854		
	21 – 30 years	450	52.74	7.371	5.683	.001*
	30 - years	84	51.73	4.608		
Teacher-Centered Classroom Management Approach	1 – 10 years	146	50.23	4.182		
	11 – 20 years	320	51.38	4.678		
	21 – 30 years	450	52.77	5.699	6.123	.000*
	30 - above	84	48.79	5.366		

* The significance level is taken as p<0.05

Considering Table 5, the seniority variable had a significant effect on both sub-dimensions of the teachers 'classroom management approaches. According to the results of the Tukey's test, teachers with seniority between "1-10 years" are more inclined to prefer student-centered classroom management approach when compared to teachers with various seniority years in the sample. Teachers with " 21-30 years" are more inclined to prefer teacher-centered classroom management approach when compared to teachers with " 1-10 years" and " 11-20 years" seniority. Notably, no significant difference was found between teachers with seniority between "30 years and above" and teachers with other seniority range.

4. Discussion and Suggestions

When we analyze the general distribution of the teaching styles according to the sample group of the study, we see the highest frequency in the guide teaching style. Grasha (1996) defined teaching styles as teacher-centered (expert-formal authority), student-centered (facilitator-delegator) and both teacher and student –centered approach (personal model). Therefore, more than half part of the sample was composed of student-centered teaching styles rather than teacher-centered teaching styles. According to Altay's study, the frequency distribution of female teachers were found higher than male teachers with respect to the student-centered and teacher centered teaching styles groups.

As known, constructivist learning environments encourage students to take more responsibility for their learning alongside their active engagement. As previously mentioned, cognitive aspects of the learning process will be realized by the individual's own efforts. Therefore, constructivist learning environments are designed in a way that allow individuals to interact with their environments more often, and as a result, such environments provide rich learning experiences (Yasar, 1998). In this respect, Grasha identified facilitator and delegator teaching styles. Given the fact that these teaching styles account for 59% of the sample group, this implies the use of student-centered learning approach. Cooperative learning and problem-based learning approaches that encourage students to take more responsibility and to participate in more actively are utilized in learning environments where a constructivist perspective is applied (Alkove and McCarty, 1992; Jonassen, Davidson, Collins, Campbell and Haag, 1995).

Considering the dimension of the class management approach, the mean scores of female teachers who adopted student-centered instruction were higher than that of male teachers. As a result, female teachers adopted more student-centered classroom management when compared to male teachers. When it comes to extreme arithmetic means, teachers who preferred student-centered

classroom management approach are class teachers and ironically, teachers with less teacher-centered approach are class teachers again. There are plenty of reasons for this. Factors such as number of students in classes, the seniority of teachers, teachers' preferred teaching styles might influence teachers' classroom management approaches.

It is seen that the branch variable affected teachers' classroom management approaches in both dimensions. Given the mean scores of teachers who adopted student-centered classroom management approach, class teachers have the highest mean scores, whereas science and technology teachers have the lowest mean scores. When it comes to teacher-centered classroom management approach, mathematics teachers have the highest mean scores, whereas class teachers have the lowest mean scores. Considering characteristics of student-centered classroom management, the reason why class teachers have the highest mean scores can be because class teachers spend more time educating students. As known, if teachers who adopt student-centered classroom management know their students well, then he/she can take their students' opinions into account and stretch the rules when necessary. On the other hand, branch teachers doesn't have enough time to know their students closely since they allocate limited time per class alongside the increased number of classes due to a large number of students in schools. For this reason, branch teachers are more inclined to use reactive model in classroom management.

According to Wolfgang's reactive model (2004), frequent use of teacher-centered instruction model in teaching refers to teachers' efforts for a firm control over the class, result-oriented approach rather than focusing on reasons and directing his/her reactions to individuals, using punishment method for unwanted class behaviours, turning rules into goals and implementing these rules undisputedly. Another study carried out by Sahin and Altunay (2011), branch teachers used punishment method, which is an aspect of the reactive model, more often than class teachers. As declared in a report published by the Turkish Ministry of National Education (MoNE), teachers are expected to make effective lesson planning and use the time wisely. Given that teachers generally adopt a teacher-centered approach, not surprisingly, mathematics teachers are more inclined to adopt a teacher-centered instruction in class management as well.

Another striking finding is the fact that teachers with seniority between "30 years and above" demonstrated the lowest frequency level in the student-centered teaching style. We can contend that as the seniority year increases, teachers avoid using student-centered approach. As known, teachers are expected to perform a dynamic teaching in a class environment where student-centered classroom management approach is adopted.

Not surprisingly, teachers with 30 years of experience cannot be able to design such an effective classroom environment. Given Cubukcu and Girmen's study titled ' Teachers' Opinions on their Classroom Management skills', the seniority levels of teachers were investigated and significant differences were detected. In this respect, the results showed that teachers who have fewer years of seniority yielded higher mean scores in the dimensions of effective communication and goal-directed behaviours. Özdemir, Doğan & Özden (2018), at the end of the research, it is seen that the most preferred teaching style is the author, the least preferred teaching style is the authoritarian style of teaching. According to these results, it can be said that teachers adopted student-centered approaches. In addition, these results are consistent with the character of the expected teacher student learning in the constructivism approach, which is based on the 2005 curriculum of the Ministry of National Education.

In student-centered instruction, teachers work in coordination with their students, attract attention of students in class, change the rules when neccessary. Therefore, they should closely monitor their students to know them better. In this respect, we observe that novice teachers mostly use student-centered instruction. In a study conducted by Sahin and Altunay (2011), teachers with seniority between "1-6 years" yielded higher scores in the subdimension of "beginning the lesson and

getting the class's attention" when compared to teachers with higher years of seniority in terms of classroom management skill. Not surprisingly, teachers with 30 years of experience cannot be able to design such an effective classroom environment. Given Cubukcu and Girmen's study titled ' Teachers' Opinions on their Classroom Management skills', the seniority levels of teachers were investigated and significant differences were detected. In this respect, the results showed that teachers who have fewer years of seniority yielded higher mean scores in the dimensions of effective communication and goal-directed behaviours.

In conclusion, teaching style defines how each individuals learn. This partially explains why some teachers are traditional teachers and others (contemporary teachers)do not adopt a traditional approach. Although it is hard to change an individual's deeply rooted teaching habits, teaching habits can be extended to meet various teaching styles. Therefore, instructors will understand why a one teaching style does not have a effect on all students and try to gather additional skills (Dunn ve Dunn, 1979). meaningful relationships between pre-service teachers' perceptions of learning environment and constructivist approaches

In this context, it can be considered as a clue to the fact that their understanding can be shaped by being a model for the teacher candidates in a way by arranging the learning environments and programs in the faculties of education in accordance with the qualifications required by the constructivism (Ektem, 2018).With this in mind, we should be aware of that each teacher around the world is associated with one teaching style.

5. REFERENCES

Alkove, L. D. & B. J. McCarty. (1992). Plain Talk: Recognizing Positivism and Constructivism in Practice. *Action in Teacher Education*. (ATE)- Nonthematic. 14:2, (16-22).

Bela. H.B. (1968). "Instructional Systems". *Fearon Publishers*. California. (25-34).

Brooks, J. G. & Brooks M. G.(1993). *In search for understanding the case for constructivist classroom*. Alexandria Virginia: ASCD.

Dunn, R.S.; Dunn, K.J. (1979). Learning styles and teaching styles: Should they can they be matched? *Educational Leadership*, 36(4), 238-244.

Sönmez Ektem, I. (2018). Öğretmen adaylarının öğretme-öğrenme anlayışları ve yapılandırmacı öğrenme ortamına ilişkin algıları arasındaki ilişkiler. *Electronic Turkish Studies*, *13*(19).

Erdem, E. (2001). *Program geliştirmede yapılandırmacılık yaklaşımı*. yayınlanmamış yüksek lisans tezi Hacettepe Üniversitesi SBE Ankara.

Gay, L.R. (1987). *Educational research compentencies for analysis and application*. New York: Macmillan Publishing Company

Gall, J.; Gall, M.D.; Borg, WR. (1999). *Appling educational research*. New York: Longman.

Grasha, A. F. (1983). Learnig styles: journey from greenwich obeservatory to the college classroom. *Improving College and University Teaching Journal*. 32(1), 46–53.

Grasha, A.F. (1996). *Teaching with style: enchancing learning by understanding teaching and learning styles*. Pittsburg, PA:Alliance Publishers.

Grasha, A. F. (1994). A Special Section Discovering Your Best Teaching Styles. *College Teaching*. 42 (4), 122-124.

Grasha, A.F. (1994). A Matter Of Style: The Teacher As Expert, Formal Authority, Personal Model, Facilitator and Delegator. *College Teaching*. 42(4), 12- 20.

Grasha, A.F.; Yangarber-Hicks, N. (2000). Integrating teaching styles and learning styles with instructional technology. *College Teaching*, 48, 1, 2-9.

Grasha, A. (2002). The dynamics of one-on-one teaching. *College Teaching*. 50(4), pp: 139-146.

Grasha, A.F. (2003). Teaching with style: the ıntegration of teaching and learning styles ın the classroom. *Social Studies*. 94(4), 179-187.

Hasırcı, Ö. K. (2005). Görsel öğrenme stillerine göre düzenlenen öğretimin akademik başarı ve kalıcılığa etkisi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *14*(2).

Jonassen, D. H., M. Davidson, M. Collins, J. Campbell & B. B. Haag. (1995). Constructivism and computer-mediated communication in distance education. *The American Journal of Distance Education*. 9, 2 (7- 26).

Kara, N., Demir, M. K., Arcagök, S., & Şahin, Ç. (2018). Sınıf öğretmenlerinin mesleki gelişimleri açısından sınıf eğitimi lisans programının yeterliliği. *Electronic Turkish Studies*, *13*(19).

Karataş, E. (2004). Bilgisayara *giriş dersini veren öğretmenlerin öğretme stilleri ile dersi alan öğrencilerin öğrenme stillerinin eşleştirilmesinin öğrenci başarısı üzerindeki etkisi*. Yayımlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü. Ankara.

King, J. B. (2003). *The Effect Of Integrated Teaching Styles On The Mathematics Performance Of Eighth Grade Students In A Prealgebra Class.* Doctoral Dissertation, Walden University. Dissertation Abstracts International

Marshall, C. (1990). The Power of The Learning Styles Philosophy. *Educational Leadership*. 48 (2).

Özdemir, İ., Doğan, M. C., & Özden, B. (2018). İlkokul öğretmenlerinin epistemolojik inançları ile öğretim stilleri arasındaki ilişkinin incelenmesi. *Electronic Turkish Studies*, *13*(19).

Özden, Y. (2003). *Öğrenme ve öğretme*. Ankara: Pegem A Yayıncılık.

Postlethwaite, K. (1993). *Differentiated science teaching*. Philadelphia: Open University Press.

Reed, P. A. (2001). Learning style and laboratory preference: a study of middle school technology education teachers in Virginia. *Journal of Technology Education*. 13 (1), 59-71.

Şencan, H. (2005). *Güvenilirlik ve geçerlilik*. Hüner Şencan.

Süral, S. (2010). Pamukkale Üniversitesi'nin farklı fakültelerinde görev yapan öğretim   elemanlarının öğretme stillerinin karşılaştırılması. *E-Journal of New World Sciences Academy*. C:5 S:3 ISSN: 1306-3111.

Şahin, A. E. (2004). Öğretmen yeterliklerinin belirlenmesi. *Bilim ve Aklın Aydınlığında Eğitim Dergisi*, 5, 58.

Şahin, İ.; Altunay, U. (2011). İlköğretim okulu öğretmenlerinin sınıf yönetimi davranışları. *İlköğretim Online*. 5 (3), 905 - 918.

Wolfgang, C. H. (2004). *Solving discipline and classroom management problems: Methods and models for today's teachers*. John Wiley & Sons Inc, Order Processing Dept, 432 Elizabeth Ave, Somerset.

Yaşar, Ş. (1998). Yapısalcı kuram ve öğrenme-öğretme süreci. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 8, (1), 68-75.

Yaşar, S. (2008). *Classroom Management Approaches of Primary School Teachers*. Master Thesis. Middle East Technical University. The Department of Educational Sciences. Ankara.