An Analysis of Classroom Management Approaches of Teachers: The Case of Turkey

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Abstract. In this study conducted to analyse the classroom management approaches of the teachers a total of 505 teachers working in public and private schools participated voluntarily.In this research in which the relationship of the teachers' classroom management perceptions with various variables is questioned, "The Classroom Management Styles of Teachers Scale" was used as data collection tool. As a result of the reliability analysis done through the data obtained in this study, Cronbach's Alpha coefficient of this 5-point likert scale which consists of 34 items and 3 factors as autocratic classroom management, democratic classroom management and disinterested classroom management was found 0.82.The data obtained from this study were analysed in SPSS 15.0 for Windows Package program. Firstly, One Sample Kolmogorov-Smirnov test was applied to see whether the data follow normal distribution or not. Non-parametric tests were used as the data did not demonstrate normal distribution. Mann-Whitney and Kruskal-Wallis H tests were applied to compare the data with respect to variables.To determine the relationship between sub-dimensions, Spearman correlation analysis was used. As a result of the study, it has been identified that attitude of democratic management was affected by many factors while the attitude of autocratic and disinterested classroom management were affected by a small number of factors. This study specifying which form of management is used predominately by whom, will help teachers choose the classroom management style which suits them most.
Keywords: classroom management; classroom management perceptions of the teachers; teacher efficacy.

Introduction

Classroom environment is an essential area where events occur related to education and training. Students have most of their times in classrooms throughout their education life. During this period, both teachers and students participate in classroom life in accordance with a specific purpose and program. It is the responsibility of the teacher to maintain appropriately the predetermined objectives in the classroom. In other words, regulation and management of the learning environment in the classroom is under the control of the teacher [1].

Examination of different aspects of classroom management emerges as an important issue in educational psychology for many years [2, 3, 4, 5]. Factors such as preparation of classroom environment that is conducive to learning, arranging physical conditions that facilitate learning format, controlling teaching stream, making use of the time well, organizing and managing in-class relations, providing social interaction and generating student motivation constitute teachers'

classroom management skills [6, 7]. Teachers' classroom management attitudes and approaches are defined as styles of classroom management [8]. In addition, managing the negative behaviours exhibited by the students is assessed within the classroom management [9]. Because when the teachers face with unwanted situations they should intervene appropriately to those behaviours in the context of classroom management [10]. Teachers should learn different teaching methods and techniques communicate with colleagues and seek solutions by getting professional help to overcome the problems they encounter in the classroom environment [11].

There are three important elements of classroom management. These are; defining the rules clearly which students must obey, exhibiting a positive approach to students about the rules and determining the probable outcome that the students will face who do not obey the rules [12]. Classroom manner and management strategies used by the teachers affect both motivation and academic success levels of the students in terms of their schools and courses [13, 14]. University education is the first place where the teachers' knowledge and skills level related to classroom management is developed. Before starting professional life, teachers learn in their department such basic subjects as recognition of students in classroom management courses, preparing appropriate teaching-learning process for the students, providing class domination and giving shape to learning [15]. And when they start to their professional career, teacher behaviour will have an important role in classroom management. In the classrooms where the teachers exhibit negative behaviour, classroom climate which the students perceive will be on the decline. Positive climate in the classroom environment is an element that increases students' academic achievement. In other words, we can say that class climate emerging depending on the classroom management styles is an important factor affecting students' academic achievement [16]. There fore, today developing classroom management skills of the teachers emerges as an important issue about teachers' being more efficient who has responsibility of training qualified manpower. Besides, there are some principles in classroom management. These are the principles which the teachers should know and apply in the classroom. Through classroom management principles, students can be knowledgeable and successful by keeping pace with the constantly changing and evolving world [17].

Teachers have some classroom management styles in the classroom environment. These management styles are basically divided into two as democratic and authoritarian (autocratic) manners. Teachers can apply any of these behaviours or both simultaneously. Teachers' classroom management style which they will use varies in terms of their teaching process, teaching environment, experience and social interaction of them [18].Education which the individuals receive is of great importance in the culture of democracy in the society to become established. Hence, students' gaining democratic behaviour is possible through the democratic behaviour of teachers in classroom management. In the studies conducted on this subject, in teacher education programs for teachers have emphasized the need to gain democratic behaviour [19, 20, 21, 22].

Teachers' exhibiting authoritarian behaviours in the classroom is connected to the classroom environment as well as it is shaped by the personality and character traits of them. Besides, the precondition of authority in the classroom is a good teaching. Because in the classroom where the teaching environment is poor teacher's authoritarian approach will not give result, consequently dynamism of the class will be disrupted and unwanted behaviours will occur in the classroom. Inauthoritarian classroom management, teachers impose permanent limitations and control over the students.

In addition to democratic and authoritarian classroom management styles, other management used by teachers is disinterested management. In disinterested classroom management teachers' demand from students is very low. Teachers' behaviour intended to control students is at the low level. Teachers, who prefer disinterested classroom management, accept students' reaction and behaviours and they are contented with just watching them. Nowadays, determining the approaches of the teachers related to classroom management styles is an important case for the new teachers to be successful in their classroom management practices. In addition, new studies are needed for teachers to demonstrate more positive approaches to classroom management. In this context, in this research it is aimed to analyse classroom management styles of the teachers in different branches in terms of some variables.

Materials and Methods
Research Design
This research has been conducted on the basis of General survey model because it aims to describe the current situation as it is, regarding the teachers' classroom management approach [23].

Sample
A total of 505 teachers working in public and private schools in Isparta, Turkey in the 2014 school year participated in this study voluntarily. Descriptive data about the participants are given in Table 1.

Table 1. Descriptive statistics related to participants

Variables	Sub-dimensions	f	%
Gender	Male	281	56.2
	Female	219	43.8
Professional seniority	1-5 Years	53	10.6
	6-10 Years	103	20.6
	11-15 Years	147	29.3
	15+	198	39.5
Types of the faculties they graduated	Faculty of Science and Letters	83	18.2
	Faculty of Education	328	71.8
	Other Faculties	46	10.1
Types of the schools they work	Private	46	9.1
	Public	459	90.9
Socio-economic status of the schools	Low	72	15.6
	Average	281	61.0
	High	108	23.4

Research Instruments
The two-part questionnaire was usedas a means of data collection in research to determine the teachers' classroom management approach. The first part of the form prepared by the researchers includes personal information form. In the second part, "The Classroom Management Styles of Teachers Scale" takes part. The scale developed by Terzi in 2001 consists of 3 sub-dimensions as autocratic classroom management, democratic classroom management and disinterested classroom management [24]. As a result of the reliability analysis done through the data obtained in this study, Cronbach's Alpha coefficient of this 5-point likert scale which consists of 34 items and 3 factors as autocratic classroom management, democratic classroom management and disinterested classroom management was found 0.82. This value indicates that the scale is highly reliable [25]. Number of items relating to the sub-dimensions of the scale, the highest-the lowest scores obtained from the sub-dimensions and the mean scores of the sub-dimensions obtained from this study are all located in Table 2.

Table 2. Information related to sub-dimensions of the scale

Information related to sub-dimensions	Sub-dimensions of the scale		
	Autocratic classroom management	Democratic classroom management	Disinterested classroom management
Number of items	11	11	10
The lowest score that can be taken from the sub-dimension	11	11	10

The highest score that can be taken from the sub-dimension	55	55	50
The mean scores of the sub-dimensions (X±SD)	34.3±6.9	42.1±8.6	27.0±6.6

Data Analyses

The data obtained from this study were analysed in SPSS 15.0 for Windows Package program. Firstly, One Sample Kolmogorov-Smirnov test was applied to see whether the data follow normal distribution or not. Non-parametric tests were used as the data did not demonstrate normal distribution. Mann-Whitney and Kruskal-Wallis H tests were applied to compare the data with respect to variables. Mann Whitney U test was used to make comparison in terms of gender and type of school while Kruskal-Wallis H test was employed to compare professional seniority, types of the faculties they graduated, socio-economic status of the school they work, relationships with colleagues, relationships with students, attitude of the managers and parent-teacher relations. Mann-Whitney U test was used as post hoc analysis to determine which group causes differences in the case of the differences between the groups as a result of Kruskal-Wallis H test. To indicate the relationship between sub-dimensions, Spearman correlation analysis was used.

Findings and Results

Table 3. Comparison of teachers' classroom management perceptions in terms of demographic variables

Variables	Sub-dimensions	Autocratic management X±SS	Democratic management X±SS	Disinterested management X±SS	Significance Level Autocratic	Significance Level Democratic	Significance Level Disinterested
Gender	Male (n=281)	33.5±6,3	41.9±8.2	27.0±6.0	Z= -2.632 P= .008	Z= -1.227 P= .220	Z= -.962 P= .336
	Female (n=219)	35.1±7.5	42.4±9.1	26.9±7.2			
Professional Seniority	1-5 years (n=53)	32.9±7.5	40.6±8.7	27.0±7.3	X²= 7.806 P= .050	X²= 22.687 P= .000	X²= 4.797 P= .187
	6-10 years (n=103)	35.9±7.7	38.7±9.9	28.4±7.2			
	11-15 years (n=147)	34.9±6.8	42.6±8.1	26.8±6.6			
	15+ years (n=198)	33.4±6.2	44.1±7.7	26.4±6.0			
Types of the faculties they graduated	Science and Letter	34.4±7.3	42.5±8.6	26.4±6.4	X²= 1.700 P= .427	X²= 1.920 P= .383	X²= 1.128 P= .569
	Education (n=328)	34.5±7.0	41.6±8.8	27.1±6.7			
	Other faculty (n=46)	33.3±5.9	43.5±7.9	27.1±6.3			
School Type	Private n=46)	32.5±4.6	44.8±7.2	23.4±5.3	Z= -1.607 P= .108	Z= -2.247 P= .025	Z= -4.101 P= .000
	Public (n=459)	34.4±7.1	41.8±8.7	27.3±6.6			

Socio-economic status of the schools	Low (n=72)	34.7±6.9	43.6±8.2	27.7±6.3	X²=.257 P= .879	X²= 10.579 P= .005	X²= 1.565 P= .457
	Average (n=281)	34.1±6.3	41.8±8.2	26.7±6.2			
	High (n=108)	34.4±7.9	44.3±8.5	27.1±7.8			
Relationships with colleagues	Normal (n=110)	33,3±5,8	40,2±9,2	26,9±5,1	X²= 6.832 P= .033	X²= 6.447 P= .040	X²= 1.756 P= .416
	Good (n=240)	35.3±7.0	42.8±7.8	27.2±6.9			
	Very good (n=152)	33.5±7.3	42.5±9.1	26.6±7.1			
the Relationships with students	Normal (n=66)	33.4±4.8	39.1±8.1	26.6±4.9	X²=.060 P= .971	X²= 12.058 P= .002	X²= 5.810 P= .055
	Good (n=254)	34.3±6.5	42.4±8.3	26.1±6.0			
	Very good (n=184)	34.5±8.1	42.9±9.0	28.2±7.6			
Attitude of managers	Normal (n=177)	33.4±6.3	41.4±8.9	26.0±5.7	X²= 5.76 P=.075	X²= 1.771 P= .413	X²= 3.776 P= .151
	Good (n=205)	35.3±7.3	42.5±8.3	27.7±7.0			
	Very good (n=119)	33.8±7.0	42.7±8.8	27.0±7.0			
Parent-Teacher relations	Normal (n=125)	34.1±6.4	40.6±8.5	27.5±6.0	X²= 1.26 P= .530	X²= 12.68 P= .002	X²= 6.863 P= .032
	Good (n=258)	34.7±6.8	43.6±7.4	26.3±6.6			
	Very good (n=122)	34.3±6.9	42.1±8.6	27.0±6.6			

Z=Mann Whitney U test; X²=Kruskal Wallis H test; P=Significance Level

When the table is analysed; a significant difference (p<0.05)is observed between gender and relationships with colleagues in autocratic management mean scores. Female participants and the ones who get on well with their colleagues have significantly higher mean scores than others have. There is a significant difference between the democratic management mean scores and professional seniority, types of school, socio-economic status of the schools, relationships with the colleagues, relationships with students and parent-teacher relationships (p<0.05). In disinterested management it is observed that types of school and parent-teacher relationships are significantly different (p<0.05). Those teachers who work in private schools and the ones who have good relationships with parents have the lowest score of disinterested management.There is no significant difference between the type of faculty they graduated and any of the sub-dimensions (p>0.05).

According to the results related to the autocratic management scores; it is concluded that there is a significant difference between the mean scores of the teachers who have relationships with their colleagues at normal level and the ones who have good relationships with them.

According to the results related to the democratic management scores; Significant difference is observed among those with 1-5 years of professional seniority and the ones with +15 years of it, those who have 6-10 years of professional seniority and the ones with 11-15 years and 15+ years of it(p<0.05). Between the mean scores of the teachers who work at the schools with average socio-economic status and those working at schools with high-level status are significantly different (p<0.05). There is a significant difference between the mean scores of the teachers who have relationships with their colleagues at normal level and the ones who have good and very good relationships with them (p<0.05). It is observed that there is a significant difference

between the mean scores of the teachers who have relationships with students at normal level and the ones who have good and very good relationships with them (p<0.05). In addition, there is a significant difference between the mean scores of the teachers with normal level relationships with parents and the ones who have good and very good relationships with them (p<0.05).

According to the results related to the disinterested management scores;It has been found a significant difference between the mean scores of the teachers with good relationships with parents and the ones who have normal and very good relationships with them (p<0.05).

Tablo 4. Examining the relationship of teacher efficacy scale sub-dimensions between each other

	Correlation	Democratic	Disinterested
Autocratic	r	.058	.312
	p	.190	.000
Democratic	r		-.221
	p		.000

While increase in autocratic management scores has led to a significant decrease in disinterested management scores (p<0.05), increase in democratic management scores causes significant decrease in scores of disinterested management (p<0.05). There is no significant difference between democratic and autocratic management (p>0.05).

Discussion

In our study, we have identified that autocratic classroom management approach is preferred more by female teachers than male teachers, and by the teachers who get on well with their colleagues than the ones who do not. It is known that female teachers' general perceptions of classroom management are higher than male teachers. On the other hand, in some conducted researches it is specified that male teachers exhibit more autocratic management manner than female do, and in some studies it is established that teachers' classroom management manner does not differ according to gender [26, 27, 28, 29]. On the basis of the authoritarian approach by teachers in classroom management such reasons as showing their status, getting the children to gain the ability to learn successfully, providing administrative control over the class underlie. The teachers' use of the status they have by taking into account the current status of them indicates thatthey possess this authority. The teachers exhibiting authoritarian approach by using their status show theirauthorities to the students dominatingly [30]. Today, in the transition from traditional society to modern society women's choosing teaching profession who express themselves better and have improved self-confidence, and their finding themselves more sufficient than men in career life can be the main reason for them to exhibit more authoritarian attitude in classroom management than men do [31].

In this study it has been found that teachers' democratic approach level in classroom management varies according to their professional seniority. According to the results of the analysis obtained, it has been identified that while the teachers' level of professional seniority increases their level of exhibiting democratic attitude in classroom management increases as well. This result, that is, increase in the teacher's experience they gain related to their professional seniority and as a result of this, it may be associated with the mature, democratic and empathetic attitude they exhibit. Hence, it has been specified that in similar conducted studies, while the professional seniority of the teachers increases they exhibit more democratic approach on ensuring discipline in the classroom. The main reason of this result is that beginning teachers have more democratic classroom management perceptions who fail in fulfilling the classroom activities and solving in-class problems due to the lack of experience. In addition, it has been identified that semi-experienced teachers exhibit more authoritarian approach to negative student behaviours compared to those having high level of professional seniority [32]. This idea is quite realistic approach. It is a known fact that in the early years of their professional life, the newly appointed teachers have difficulties in many aspects as adaptation to school, classroom management,fulfilling teaching task and using the teaching materials effectively [33, 34]. Besides, teachers' in-class relationship with their students is a very important issue for teachers to exhibit healthy

management in the classroom. It is known that with high professional seniority experienced teachers communicate with their students more effectively than teachers with low levels of teaching experience.However, in some conducted studies it has been concluded that as the teachers' professional seniority increases they employ disinterested classroom management more [35, 36]. As teacher's years of seniority increases their level of professional burnout rise as well and consequently professional desensitization can be considered as the main factor of this [37]. Those research results indicating that teachers' professional seniority and level of experience do not affect classroom management approach also take part in the literature [38].

In our study it has been found that socio-economic status of the schools affect the level of democratic attitude exhibited by the teachers. According to the analysis results it has been identified that the most democratic attitudes in classroom management are exhibited by the teachers working in schools with high levels of socio-economic status. Socio-economic status of the school is an important factor affecting the perceptions and attitudes of the teachers in classroom management [39]. In similar studies in the literature, it has been pointed out that as the socio-economic status level of the schools increases democratic attitude by teachers rise as well whereas it has been specified that the rate of authoritarian management applied by them decreases. In schools with high levels of socio-economic status, teachers' going to work more eagerly and planning the courses much better are shown as the main reason for this [40]. According to these findings we can say that socio-economic development level of the schools need to be enhanced to ensure democratic classroom management.

Significant difference is found among the teachers who have relationships with their colleagues at normal level and the ones who have good relationships with them and their democratic management levels in classroom management. According to the results obtained from the analysis, teachers exhibit more democratic attitude in classroom management when their relationships with their colleagues are at higher levels. Being in contact with other teachers is very important to gain different perspectives in solving problems teachers face with. In this context, communication among teachers has great importance both in classroom management and development of democratic management approach to minimize the problems they encounter.

It is an important finding of this research that managers' positive attitudes towards teachers lead to increase in democratic classroom management. Teachers' relationship with school managers is a key element affecting classroom management indirectly [41]. The positive relationship between the school management and teachers enhance organizational commitment of teachers and contribute more comfortable atmosphere for them to fulfil their profession. There occurs an increase in the level of democratic attitude by teachers who have comfortable working environment in schools and classrooms.

In our study it has been found that teachers having good relationships with their students exhibit more democratic attitude than other teachers. Likewise, teachers having good and very good relationships with parents exhibit more democratic attitude in classroomthan those having relationships at normal level. Teachers' sensitivity to classroom management relationship environment in the classroom environment affects learning process positively [42]. In addition, in the classrooms where the teachers are successful in communicating with their students, the sense of self-esteem develops. As a consequence of that it enables students to develop positive attitudes towards school and participate inclass activities. Therefore, teacher-student communication is an important element in the learning environment [43, 44, 45]. As completely teacher-centred management approach in the classroom environment makes students get bored of the courses and causes the deterioration of the learning environment, exhibiting democratic and participatory management is useful for healthy classroom management [46].

In this study it has been identified that type of the school and teacher-parent relationships affect the level of exhibiting disinterested management attitude. According to the results of the analysis obtained, it has been found that teachers working in private schools and the teachers having good relationships with parents exhibit more disinterested management attitude than others. In addition, it has been observed that teachers in private schools have more democratic management attitude. Alongside a qualified teacher and suitable classroom environment, cooperation among school, students and parents should be at high level. In addition, the communication between teachers and parents is an important factor that directly affects classroom management [47].In public schools, there is more authoritarian management bureaucratic and

administrative aspects compared to private schools. This case can be considered as a factor which increases the level of disinterested management manner in private schools.

There is no significant difference between the type of faculty they graduated and the scores of autocratic, democratic and disinterested management. This result has its sources from the fact that faculties from which teachers graduated have the similar course contents. Studies need to be conducted on the teachers who graduated from private and state universities to examine the effects of those universities on the classroom management approach of the teachers.Because, the concept of education in these institutions are different from each other.

In this research, it has been established that while autocratic management attitude enhance the disinterested management attitude, democratic management attitude causes a decrease in disinterested management attitude.Authority is an essential characteristic that teachers always carry with them and it is accepted as one of the ways of ensuring discipline in the classroom. Referring in this context, increase in autocratic management style is expected to reduce the disinterested management approach however this study has found directly opposite result. Students' exhibiting less undisciplined behaviours in the classroom and higher attitude towards courses can be considered as the main reason of disinterested management approach of the authoritarian teachers participated in our study.

Conclusions

As a result, it has been clearly identified that female teachers show more authoritarian manner than male, increase in professional seniority level of teachers leads to increase in democratic management attitude as well, increase in socio-economic level of the schools contributes to more democratic attitude, teachers in private schools exhibit more disinterested classroom management style than those working in public schools. Besides, it has been established that democratic, authoritarian and disinterested management styles vary across student-teacher, teacher-parent and teacher-school relationships. Because the behaviours of teachers is a factor that directly affects the learning environment and academic success, developing teachers' attitudes related to classroom management have great significance. In this context, required precautions should be taken to identifying deficiencies of teachers in classroom management, evaluating current attitudes related to classroom management and ensuring the classroom management more effective.

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