

THE RELATIONSHIP BETWEEN TEACHERS' TEACHING- LEARNING APPROACHES AND CLASSROOM MANAGEMENT PROFICIENCY

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Abstract

In this study, we aim to define the teachers' teaching-learning approaches and classroom management proficiencies that they have while performing and the relationship between them. The sample of the study consist of 341 primary, elementary and high school teachers working in the City of Van (Tuřba, İpekyolu,Edremit) who have been chosen via proportional stratal sampling technique. In the study that has been patterned with relational browsing model "The Scale Of Teaching-Learning" developed by Chan and Elliot (2004), translated and adapted by Aypay (2011) and the "Classroom Management Scale" developed by Sahin and Altunay (2011) have been used as data collection instruments. For analysis of the data, in addition to the descriptive statistics, (percentage, frequency, arithmetic mean, standard deviation) apart from parametric tests, for independent sampling t-test and one way variance analysis (ANOVA) have been benefited from. The findings which we have obtained let us conclude that the teachers interiorize the Constructivist Approach more, the male teachers have more traditional reactions than the female ones, those who have an experience of 16-21 years are less successful than the others on account of behaving democratic, those who have an experience of 1-5 years are more successful in keeping their interest to the class, those who teach in high schools have lower desire in preferring punishment than those who work in Primary and Elementary ones. Also, we have found low level negative relationship between teachers' traditional teaching-learning approaches and classroom management proficiency is middle level positive and meaningful.

Keywords: Teaching approach, constructivist approach, traditional approach, classroom management.